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ABSTRACT

This handbook is intended as an aid to administrators in setting up a preschool program based on the Responsive Care Model and provides administrators with useful guidelines and resource materials. The Responsive Care Program was designed to facilitate the development of children's social and cognitive repertoires and was first implemented at Syracuse University with preschool children. Assumptions are that optimal learning is likely to occur when (1) a child's basic physical needs are met; (2) the child has continued access to a rich environment which provides possibilities for experiences the child can assimilate; (3) the child is free to determine the nature of his/her involvement; and (4) adults provide symbolic feedback directly and through modeling. Included are sections on physical setting, role of the teacher, staffing the program, parent involvement, training and program cost factors. Appendices include the Child Repertoire Record Assessment forms as well as material, equipment and ideas for implementing the program. (ES)

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THE RESPONSIVE CARE PROGRAM

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THE RESPONSIVE CARE MANUAL: A HANDBOOK FOR ADMINISTRATORS

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THE RESPONSIVE CARE MANUAL: A HANDBOOK FOR ADMINISTRATORS

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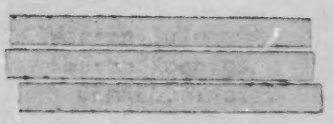

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THE RESPONSIVE CARE MANUAL: A HANDBOOK FOR ADMINISTRATORS

Preliminary Draft Version
May 1973

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THE RESPONSIVE CARE MODEL: A HANDBOOK FOR ADMINISTRATORS

The purpose of this handbook is two-fold: (1) to aid administrators in setting up a preschool program based upon the Responsive Care Model, and (2) to provide administrators with guidelines and resource materials that will be useful in the operation of a Responsive Care Program.

The materials contained in this handbook are related to the several program components that are deemed essential to maintenance of the Responsive Care Model.

SECTION I

INTRODUCTION AND OVERVIEW

The Responsive Care Model of child care was developed by Dr. Margaret Lay at Syracuse University. The model was first implemented in October 1970 at the Syracuse University Early Childhood Education Center (SUECEC) with forty-three four- and five-year-old children. The model specifies a set of arrangements in which adults can be "responsive" to individual children and provide a caring about and for children that contrasts markedly with what children encounter in many group care programs.

Theoretical Influences and Assumptions

In any systematic program design and implementation, there are usually several levels of theoretical influence. In the development of the Responsive Care Program, a major influence was the distillation of the practical experiences of Dr. Lay and Dr. John Dopyera from a number of years of teaching and evaluation efforts. Their intuitive judgments about preschool programming, retrospectively examined in the context of their work with children in day care, were gradually clarified into the following set of assumptions about optimal conditions for learning; namely, optimal learning is likely to occur when:

1. a child's basic physical needs are met (no excessive discomfort from hunger, thirst, disease, pain, need for elimination, uncomfortable temperatures, excessive and inescapable sensory stimulation)

2.	in a rich environment	(wherein there are multiple options for encounter)
3.	to which the child has continual access	(wherein there are few restrictions on when the child may obtain and use equipment and materials)
4.	and which provides appropriate possibilities for a "match"	(match referring to experiences the can assimilate, experiences neither too complex nor too simple)
5.	and within which adults provide symbolic feedback, directly and through modeling	(symbolic refers to abstractions such as words or classifications which serve as tools for the differentiation of experiences)

The above list obviously has much in common with the conceptualizations of Abraham Maslow, J. McVicker Hunt, John Dewey, Jean Piaget, and Maria Montessori.

The above statement of assumptions about conditions for learning, while not particularly original, has readily communicated to staff and visiting practitioners the why of the Responsive Care Program is arranged as it is. At a more basic theoretical level there is, of course, need to make explicit why these conditions should be considered optimal for learning. The Piagetian cognitive-developmental view, as expressed by Kohlberg (1968), is quite in accord with the positions taken in the development of the Responsive Care Program. Some particularly relevant positions abstracted from that article follow:

> . . . Cognition is defined as a mode of action rather than content or ability. Cognitive structure refers to rules for processing information or connecting experienced events. These assume an active organism rather than a passive recipient of stimulation.
>
> . . . The source of cognitive development is found in neither the structure or the maturation of the child nor in the environment but in the structure of the interaction between the child and the environment.

> . . . A moderate or optimal degree of discrepancy would be hypothesized to constitute the most effective condition for structural change. If the child is given opportunities to self-select involvement from a range of possibilities, the child is likely to seek optimal degrees of discrepancy for himself.
>
> . . . Cognitive structural changes depend on massive general experience and are unlikely to occur as a result of limited specific training. Where cognitive structural change can be speeded up, however, tremendous long-range effects can be anticipated.

We concur with Kohlberg's endorsement of programs which provide relatively active and self-selective forms of stimulation for the child. We also agree that training for particular knowledge or skills is not likely to affect long-range development. We would further argue strongly, however, for adults often becoming involved with the child in providing concept statements, questions, demonstrations to crystallize what the child has been experiencing in his self-selected activity.

The above discussion focuses wholly on conditions for learning, but it should not be mistakenly inferred that the goals of the Responsive Care Program are primarily conceived in the intellectual domains. This would, indeed, be in error since social and emotional development are also basic concerns. They are, however, conceived within the very same frame of reference as cognitive development. All three domains are considered to be products of learning and facilitated by the same set of conditions.

Objectives

One way in which the Responsive Care Program contrasts with other models is in regard to the nature of guiding objectives which give focus to program development. Rather than specifying the desired outcomes for program participants in terms of what should be learned, what skills should be

acquired, or what behaviors are to be exhibited, the Responsive Care Program starts with a set of desired program conditions as the working objectives and operates on the assumption that since these seem implicitly and theoretically sound, positive outcomes for participants will be accrued. We have, in fact, refused to agree that there is any set of behaviors or skills that we would wish to assure that all of the children enrolled in responsive care programs should acquire. Although we are quite concerned about the development of a broadened repertoire of behaviors as a desirable outcome of program participation, we have not specified any particular behaviors within that repertoire as program objectives. There is reason for this stance. We are quite convinced that there is insufficient available knowledge regarding "long-term" relationships between particular learning outcomes, particular learners, and specific stimulus conditions to justify drawing up a set of specific objectives for learners.

As an alternative we feel a more global assumption is in order. Our objective is "learning" but not "particular learnings." We conceptualize this in terms of enhancement of repertoire for behaving in multiple ways in multiple settings. We have consistently resisted what we consider the "blinding" and "channeling" effects of a specified set of objectives. In our opinion program designers who focus on immediate goals for children may "do themselves in" over the long term. A concerted focus on short-term achievement, however, successfully brought about may well lead to the creation of conditions which actually inhibit development of repertoire in other directions and eventual negative consequences.

We are greatly interested in examining the competencies of our children on any number of dimensions, many of which are illustrated in the

later section on children's repertoire assessment, but we are clearly not in the same arena as those model building/program planners who start with the premise that if certain objectives are achieved by X point in time, the program is successful. We are quite convinced that too little is known about ultimate consequences of timing or rate of acquisition of specific competencies to set any particular ones as objectives of our program. We persist, instead, in elaborating the set of conditions to be achieved within the model and in using these conditions as our working set of objectives.

The specific set of conditions which are considered essential to the responsive care model are:

1. The children must have many diverse options during practically the entire day to select activities that interest them and to set their own pace in those activities.

2. The children must have a reliable setting in which options and ground rules are consistently communicated.

3. The children must have many available peers for social interaction representing a range of options for role relationships.

4. The children must have many available adults who are responsive to social initiations, sensitive to children's activities, and skilled in talking with children about their activities to promote expansion of language ability and conceptual learning.

5. The children must have some adult-arranged options for activities designed for groups of children which are regularly available to any child if he chooses to participate.

6. Each child must have some continuing contacts with a single specified adult who is especially aware of his general well being and his response to learning possibilities.

In the Responsive Care Program the following situations were arranged to the establishment of specified desired conditions.

1. The program enrolled 40 children of ages three through six and placed them into a single multi-age group instead of grouping

all the threes, all the fours, or all the fives within separate age groups.

2. Three distinctly different settings were made available to all children for the entire program day (with the expection of a noon lunch period and post-lunch rest periods). The children were free to initiate activities in (a) an active large muscle area, (b) a creative expressive area, and (c) a quiet task-oriented area. (Each of those areas will be described in detail in later sections.) Each of these areas was arranged to facilitate diverse kinds of autonomous involvement for children.
3. Minimal ground rules were established by the adult staff for the use of each area and the materials in the areas. These rules were consistently held as requirements to be communicated and enforced.
4. Separate spaces outside the three base settings were provided for adult-arranged group activities that were made available to the children on an invitational basis. Space was also made available for special individual instructional sessions.
5. The program day, while providing openness for child options maintained a regularity in regard to invitational events and the two mid-day periods of lunch and rest. For example, the morning snack was available on an invitational basis from 9:00 a.m. to 9:45 a.m., a story was available at 9:45 a.m.; another special invitational event such as music or dramatic movement or cooking became available at 10:00 a.m.; outdoor play was possible at

10:30 a.m. Lunch was mandatory at 11:30 a.m., as was rest from 12:30 p.m. till 1:30 p.m. Afternoon snack was available at 2:00 p.m.; outdoor activity, an option from 3:15 p.m. until 4:00 p.m.

6. Adults worked within a basic structure of assigned and volunteer responsibility for areas or events. Requirements for minimal adult coverage were established for each period of time for areas available to children and for the special invitational events. Basic guidelines for coverage and maintenance of each area were discussed in staff meetings and were posted as reminders in appropriate locations for easy reference. The guidelines comprised minimal expectations for adults working in the area and simply insured that the basic program structure was maintained. There was much opportunity for adults to develop their own individual teaching styles and utilize their own interests and strengths within the basic framework. Since only rarely were all available adults assigned to a specific area or event simultaneously, there were nearly always some adults free to "float," or move from area to area as they determined the need. Those adults were able to become engaged more intensively with particular activities or children than is feasible when adults are rigidly assigned to areas.

7. Each adult was assigned several children for whom he or she took special cognizance of in regard to health, involvement, and learning. This adult often had contact with the child on an individual basis, did observations and record keeping, and maintained contact

with the child's family and the rest of the staff regarding the child's status and progress.

The preceding paragraphs give an overview of characteristics considered central to the program as it was implemented at Syracuse. Each of these will be elaborated in far greater detail in the remainder of this handbook.

Appendix A, *Orientation to the Responsive Care Model*, contains additional general descriptive information.

SECTION II

PHYSICAL SETTING

The arrangements of physical space, equipment, and materials are important in the Responsive Care Program. As much as possible, it is crucial that the program space be designed to have consistent use across the program day and even across the entire program year. For example, the space designated as the "active area" would be designated as the "active area" all day and all year. This delineating of the functional use of space allows the development of a single set of plans for procedures and ground rules to be communicated with consistency to children about the maintenance and use of the various physical space areas.

There are two advantages to consistent spatial arrangements. First, and most important, children can easily learn to match behavior with specific program locations when the expectations for areas are consistent, and they can select areas that permit the behavior they with to engage in. It may be helpful to contrast the structuring by space use of the Responsive Care Program with structuring by time use typical of many other early childhood programs. In many programs, the teacher establishes a sequence of time periods across a program day in which the same space is used for different activities, requiring the children to shift their behavior to accommodate the expectations for particular time periods. For example, quiet behavior is expected at "story time," whereas running and loud talking will be acceptable in the

in the same space during "free play" time. In these programs a switch in time periods and corresponding behavioral expectations is usually announced verbally by the adults.

In the Responsive Care Program, on the other hand, the same set of expectations are consistently held throughout the day for each of the program areas. When the child enters a given location, he must adapt his behavior to the expectations for that area; he he also has the option to move to other locations that have expectations more in line with his current state of need. Learning of behavior expectations under such circumstances is usually simple for the children.

A second advantage to the careful arrangement of space use and delineation of ground rules for use of each of the spaces is that "volunteer" adults, even those who become involved in the program for only brief time periods, can easily learn the expectations of each setting, thus facilitating the participation of parents, community people, and teenage and elderly volunteers.

Spatial Arrangements and Dimensions

Implementation of the Responsive Care Model requires that each child in the Program is provided with at least 60 square feet. Within this space it must be possible to arrange three areas with at least some demarcation (preferably walls) separating them into:

1. an active area for large-muscle play, which should not be less than 1,150 square feet of open space
2. an expressive area for creative and dramatic activity, which should not be less than 576 square feet and which must have a sink facility.
3. a task area for quiet sendentary work of not less than 300 square feet.

It is considered essential that there be easy and direct accessibility between the active, expressive, and task areas. There is also need to establish within the building two additional kinds of program space, namely,

1. area for group invitational events such as story, music, dramatic happenings, which requires at least 300 square feet.
2. area of 100 square feet arranged so that a teacher may take a child to that location for individual instructional sessions with little likelihood of interruption.

Beyond the program spaces it is also necessary to arrange space for the supportive functions of administrative/secretarial duties, cooking (if the program is providing day care and food is not to be catered), serving of snacks/lunches, and isolation space for ill children.

The adherence to specifications from appropriate state and federal guidelines for day care or early education centers are assumed. What is listed above are the statements of minimal needs specific to the Responsive Care Programs.

Ground Rules

As explained previously, ground rules in a Responsive Care Program are keyed to program space as opposed to program time. Thus, the expectations for children's behaviors are consistent across time, allowing each child the option to choose to be in a location with expectations that are in line with his current state of need or desires.

In developing a set of ground rules in a Responsive Care Program, several items need to be considered.

1. Ground rules should be minimal and should allow for great leeway for other varities of behavior from the children.

2. Ground rules should not violate the basic philosophy of a program area, for example: ground rules for the active play area should not require that children talk in "quiet voices" or that children "walk, don't run."

3. Ground rules should be enforced. (This will be discussed in detail in the following section.)

Ground Rule Content

The following is a list of the ground rules that were used at the Syracuse University Early Childhood Education Center. This list is not meant to be final or complete; it need only serve as a guide to those who are in the process of developing a set of ground rules for their own program areas.

Active area ground rules

Allow children to throw only sponge balls and foam items (no rubber balls or blocks)
Ropes may be used only with supervision
No climbing from active to task room
No climbing on block shelves
No climbing or walking on window sills or radiators
No ladders on ledge of observation windows
No ladder used as a swing on wooden ladder climber (ladders may be used on metal gym, wooden gym, or to extend ladder climber)
Encourage children to build block (large) structure no higher than themselves. Supply cardboard blocks for higher building.
Encourage child to pick up with teachers' help.
Guns, if brought to school, should be parked with the teacher for the day
All large wheel toys (including doll carriages) should remain in active area
No water play in active housekeeping area
Housekeeping toys (other than buggy) can be used in either active or expressive housekeeping area

Expressive area ground rules

Children should walk, not run
Water play only in the designated area of housekeeping area and at the water table
Keep bathroom door open
Smocks must be worn for painting and water play--even when water play is in housekeeping area
Tool box to be supervised by a teacher
Special art media placed on tables should be used only on those tables
Play dough may not be used in housekeeping area
Paint may not be used in sinks or water tables
Housekeeping toys (other than buggy) can be used in either active or expressive housekeeping area

Task area ground rules

Children use only items on tables and open shelves, not from closed closets
Materials taken from shelves by a child are his to use as long as he wishes to continue and then he is responsible for replacing them. If another child wishes to join this activity, he would ask and unless permission is given from original take, he should wait for his turn
No running or climbing
Quiet talking is encouraged

Outdoor area ground rules

Wheel toys and tires stay on level area
No stone throwing
Keep shoes on
If jackets are taken off, have child take it to his locker
Keep gates closed
Use hall door
Stay within fence (except for special walks and snow sliding)
Stay off roof
Observe nature without molesting live creatures
Two teachers are usually needed outside

Lunch and Snack ground rules

All snack food must be eaten in snack area(s)
At snack time, each child should clear away his own dishes, etc.
At lunch time, each table may be cleared as the teacher wishes--individually or by one child
Children should stay at the table during the noon meal

Ground Rule Enforcement

It may well be that the actual content of the ground rules and how they are enforced is less important than consistency in expectations. The child who tries to determine what he may or may not do in situations which there are no consistent standards is engaging in wasteful and frustrating efforts, since what he learns at one time may not be true later. A basic requirement for the success of the Responsive Care Model is consistent enforcement and adherence to a set of ground rules.

We have steadfastly maintained that, although consistency of expectations among adults is critical, there is no need for adults in the "Responsive Care Program to react to ground rule infringements in identical ways. Although staff meeting time may be devoted to discussions of the various ways in which adults might react, many ways are effective. In fact, staff members should be encouraged to consider and try out ways of "disciplining" with which they can feel comfortable and effective. Taking some action is considered to be imperative; which action is taken, however, is considered to be a matter of style and situation. The following reactions to ground rule violations, used either singly or in combination, were considered by teachers at the Syracuse Center to be relative effective:

Say "I can't let you do that," and suggest an alternative.

Give an explanation, i.e., "You can't do that because . . . ." or "If you do that . . . ."

Reward or praise nearby child who is not violating a ground rule.

Get a new, appealing activity under way by putting out new materials or extending a general invitation to divert from undesired behavior, and, once the child is involved, express pleasure at his appropriate involvement.

Give one's own personal reaction--i.e., "I don't like that; it makes me mad. It makes me mad because . . . ."

Physically and unemotionally remove child from situation explaining why if the initial reminder of ground rule has no effect.

Ask the child to remain on a certain location for a period of of time if requests for conformance to ground rules are ignored.

Send the child into an isolation area, perhaps a nearby ventilated closet, if requests for conformance to ground rules are ignored.

Plan "special" things for next day (or later the same day) or plan to give extra amount of attention later when child is not engaged in undesirable behavior if the child seems to be seeking attention.

The following were considered by the staff to be far less desirable as means of changing children's behaviors in accord with the ground rules.

Scole in a cross voice.

Shout the name of the child, and say, "STOP THAT!" from wherever you are (even across the room.)

Speculate on why the child is behaving the way he is, but take no action until he misbehaves several times.

Stop the undesired behavior and, if successful, add a couple of other requirements like, "Say you're sorry." "Stop making that mad face." "Stop your crying."

Say, "I think he is doing it to get attention," and ignore the behavior.

Physically punishing, spanking, slapping, or shaking.

Threaten by saying, "If you do that again, you're going to get . . . . " If the child does it again, carry out threat.

Strategies considered to be ineffective by the SUECEC staff in changing children's behaviors in accord with ground rules were:

Ignore on belief that attention to undesired behavior is not worth the fuss.

Wait until several children are engaging in the undesired behavior before taking any action.

Wait for other teachers to handle. If no one does, say, "I guess no one else cares, why should I?"

Go to another location so you won't have to deal with the behavior.

Say, "I just can't manage that child." Ignore undesired behavior.

Take action only toward child who will easily cease and desist--otherwise ignore.

Ignore as long as possible, then give severe punishment.

Think of "Special things to let child do that other children can't do. Divert by saying, "Come on, would you like to . . . ?"

Threaten, "If you do that again, you're going to get . . . " Even if the child does it again, do not carry out threat.

Again, teachers should be encouraged to use techniques with which they feel comfortable. The critical issue is not how a ground rule is enforced, but rather that it is enforced consistently.

Equipment and Supplies

The Responsive Care Model requires that there be a richly varied environment within which children have diverse options for activity. One extremely important aspect of this environment is the equipment and materials with which the children interact.

In any Responsive Care Program, there needs to be a selection of materials deemed most desirable and appropriate for the children in that particular setting. Though not identical, the materials for any open program will be similar in that there are many, are manipulative, and represent a broad range of activity possibilities.

Appendix A contains a list of equipment and materials available at the Syracuse Center during the 1972-1973 year of operation. It is an

extensive list including such basic furnishings as tables and chairs and some expensive items such as an electric typewriter and Language Master. Most of the specific items are not necessarily essential to the Responsive Care Program. Severe cuts in the breadth of what is listed, however, would badly cripple the efforts of a staff to provide adequately for children's activity. In many instances the materials and equipment could be hand-produced; if this is to be the case, the planning must, of course, include provision for man hours and materials.

To reiterate, the important issue to consider in choosing equipment and supplies for a Responsive Care Program is not related to any particular item or items but rather is related to the variety and diversity of materials available for child use, not only for the overall program but within each specific program area. If items from the Equipment List (Appendix A) are to be omitted, it is suggested that some of the single more expensive items on the list, such as the electric typewriter, are not as essential as many of the less expensive items that would add to the breadth of child-program encounters.

SECTION III

ROLE OF THE TEACHER

The teacher in a Responsive Care Program is crucial in the program. The teacher's role encompasses different kinds of responsibility. Each of the five general types of responsibility listed below will be discussed in more detail in the pages of this section.

1. A teacher is responsible for supervision of one or more of the basic program areas. (This responsibility will be discussed in more detail in Section IV, under "Roles and Responsibilities.")
2. A teacher is responsible for enriching the experience of the children with whom she interacts through "responsive instruction."
3. A teacher is responsible for providing a variety of "invitational activities" for children throughout the program year.
4. A teacher is responsible for keeping "anecdotal records" on a small group of children throughout the program year.
5. A teacher is responsible for providing regular "one-to-one teaching" experiences for each of the "special children" for whom he or she keeps anecdotal records.

Responsive Instruction

The Responsive Care Model is based on the idea that the most productive instruction is provided in responsive fashion. The following is an elaboration of the concept of "responsive instruction" which emerges as central to the successful implementation of this program.

Responsive instruction requires far more than providing a stimulating environment, although such an environment helps make responsive instruction possible in classroom situations. The responsive instruction position assumes that frequent adult interchanges with children are needed to stimulate learning, that merely allowing children to be involved in activities is not sufficient. It assumes, moreover, that adults can most effectively instruct within a milieu of children's doing and, in fact, in response to a child's ongoing activity. This approach has sometimes been called "incidental" or "informal" teaching. "Responsive instruction" seems a preferable term.

Responsive instruction requires first, that the child be thoroughly immersed in something he really wants to do. Although this something may not necessarily be of his own choosing, this will often be the case. Second, it requires that the adult be sensitive to the "doing" and be aware of what the effort is that the child is making. Third, it requires that the adult further extend the child's experience within that context through a comment, question, suggestion, explanation, or material manipulation. For example, upon observing a child who has been using a balancing scale and blocks of wood systematically equating size with weight, the adult may offer a small heavy object and after observing the child's surprise, "Some little things are quite heavy, aren't they? Can you think of something else that is very heavy but very little?"

There are decided levels of proficiency in providing responsive instruction. At what could be considered lower levels of performance in responsive instruction are those teachers who have memorized a "curriculum" and then regardless of the child's choice of material or activity invariably and unimaginatively find an opening to say something like, "How many are

there now?" or "What sound does that word start with?" The child's real involvement never gets through to the teacher who utilizes this approach because she has blinders preset to focus only on certain aspects of children's potential experience. The wide range of involvements of children including interest in such factors as speed, weight, texture, fluidity, relative size, estimation may well be overlooked in concern over a few pre-set objectives.

Also at a lower level of proficiency in using responsive instruction are those who never quite get in tune with instruction at all because they get hung up on themselves as evaluators of children's efforts. Rather than providing instruction they are saying, "Good, Jimmy, you are working hard." "I like your good ideas." "That's better than the one you did yesterday." Giving no response, giving only evaluative responses, or giving stero-typed responses are not effective instruction. Although it is not possible to specify outside of a particular context actually occuring in a point of time, what will constitute effective responsive instruction, it is possible to specify how one would know whether instruction has been effective and this, of course, is by the child's response. An alert listening child is good evidence of success.

The following are excerpts from some descriptive narratives which illustrate the kinds of interchanges that occurred with adults in which potential learning content is presented in relation to an activity which evidently was having some appeal to the child or children.

> Don is playing at a water table with a bottle. Don says, "There's milk in this bottle." Teacher says, "Oh, what will you do with it?" Don replies that he will make cookies. Teacher asks, "What kind? Molasses? Chocolate chip? I'll hold the dish so you can do that." Don has poured "milk" in dish and is stirring. Teacher asks him if he put raisins in his cookies. Don says, "Yeh, raisins." After a pause in which he continues to stir, Don asks, "What else do you put in cookies?" Teacher says, "Flour and sugar and shortening and milk, vanilla. Sometimes spices, sometimes raisins, sometimes chocolate chips. What are you putting in yours?"

Ted is helping the teacher fill paint containers for the easels. Ted says, "I'll carry the next one." Teacher asks, "Shall we have just a little bit of this yellow paint or should I make it half-full." Ted says, "Half-full." Teacher fills jar to half-way point and says, "Okay, carry it carefully." Ted comes back and teacher says, "This time I'll hold the cup and you pour it." Teacher asks, "What color will we get next?" Ted says, "Red." Teacher says, "We already have red. What else?" Ted says, "Black." Teacher says, "Okay. Now half-full remember." Ted pours to half-way point and says, "Is that half-full?" Teacher says, "That's it. Shall we get little brushes, big brushes, or middle-sized brushes?" Ted says, "Little brushes so we can make little things." Teacher says, "You like to paint little narrow skinny lines, do you?" etc.

Mary is sticking loose leaf reinforcers on pieces of paper in rows and designs. She reaches up and puts one on her own forehead. Teacher says, "Wow, look at yourself in the mirror." Mary puts one on seated teacher's forehead. Teacher leans over beside Mary's face so both can see in mirror and says, "I'm decorated just like you--you have one on your forehead and I doo too." Mary sticks more on teacher. Teacher says, "There goes one on my chin. There goes one on my right cheek. There goes one on my left cheek. How many are on me now?" Mary counts, 1--2--3--4." Teacher says, "You can put two more on me but no more than that. That will make six." Another child says that they look like clowns. Mary says to other child, "Do you want to be a clown? How many can I put on you? You want to look funny?"

The following report was written by an undergraduate Syracuse University student who during a period of participation at the SUECEC became quite enthusiastic about incidental or responsive instruction.

I had set out parquetry blocks for several children in a one-to-one pattern and I was hoping to find out their individual levels of discrimination--(could the child see that the blue rectangular block I had chosen was twice as long as the others in the row? Would the child get the right shape but not the same color? etc.). I ran into problems at this stage because I had not yet learned to use the cues the children were giving me. It was not until I was using play-dough with the kids one day and they were making circles that I learned to pick up their cures more consistently. I pointed out that one child had made a large, middle-sized, and small circle. When others eagerly did that as well we compared whose was largest, etc. I asked them what other shapes they knew how to make, and, other than the usual [shapes], we soon got into diamonds and pentagons and everyone wanted to know what to call the things they had made. I talked about solid geometric shapes after someone began to make a ball of play dough (a sphere). At this stage we got into cubes (a side is a square) and pyramids (a side is a triangle) and cylinder (a top is a circle). I'm not sure how much they will retain, but they were certainly producing and questioning at an intense level.

Invitational Activities

Invitational events such as story reading, music activities, dramatic movement activities are announced for all children on a regular schedule across the day. Those children from the total group who wished to participate in the announced activity were asked to follow the announcer to the invitation area. Although most invitations are quite appropriate to all children, there are some events that are more appropriate for older children or for girls instead of boys. Some events simply cannot accommodate more than a certain number. In these cases rather than making a general announcement, the teachers might invite only particular children or sub-groups. This seems to fit the overall intent of providing a rich variety of "extras" beyond the activities always available in the base areas.

The following invitational activities are examples of the activities used during the 1970-71 year at the Syracuse Center.

Story activities--story reading; story telling with flannel board; listening to story records; related dramatization

Music activities--singing; movement with and without props, such as tubas, scarves, shifting colored lights; marching and parade activities; singing games; rhythm instruments

Media presentations--films; film strips; slide showings; video tape viewing (tapes of selves); photographs and pictures

Dramatic activities--puppet shows; dramatic movement; talent shows; plays (presented by staff)

Special art activities

Special visits--fireman, etc.

Science experiences and experiments

Games--color or alphabet Bingo; Lotto, etc.

Races and traffic flow activities

Dictation of group stories, picture captions, etc. (adult recording children's expression)

Physical Arrangements

The space in the invitational rooms should be left as open as possible. Nothing need be provided in the area except a rug, portable room dividers, and closed shelving for storage of items, such as records, phonographs, movie projector, musical instruments, picture collections, overhead projector, puppets and puppet stage, science materials, and art materials.

Ground Rules

There should be only a few pre-established ground rules for the invitational area and additional expectations should be set by each adult in relation to the particular activity being offered. Children should be discouraged from entering the area after an activity is under way. However, they might have the option of leaving prior to the conclusion of a session if they wish. The responsibility should be on the adult to maintain interest in the activity if they wish children to remain. Children might be told that they must leave the invitational room to go where their current activity will be appropriate if they are having difficulty conforming to the particular expectations for a given session.

Description of Individual Involvements

The following descriptions give some insight into the nature of activities that might be conducted in this location.

> Observation of Ron 10:25 a.m. to 10:35 a.m.--Squatting at teacher's knees intently listening to a story of *Harry, the Dirty Dog* with other children. Tells teacher dog in story has a happy face. Leans over and puts hands on teacher's knees. Gets a "brush" (block) like in story of Harry. Plays out story with teacher and other children. Hides block, plays in "dirt," rolls in "mud." They come back "home." Teacher says, "Hello, little dogs. I didn't know you (they are "dirty")." Teacher "washes them. Says, "It's Harry! Here's your dinner, Harry. Now you go to sleep." Ron eats and pretends to sleep.

Observation of Jerry 10:10 a.m. to 10:15 a.m.--Jerry standing by door watching children dancing to rock music, *Simple Simon*. Ron says, "C'mon, Jerry. Go, man!" Jerry moves into group of ten others and begins gyrating energetically. Record stops. Mike says, "Play it again." Teacher begins record again. Jerry immediately moves arms, hips and whole body and sings with record. Jerry and Ron move in response to each others' movements periodically. Continue dancing.

Snack

A morning and afternoon snack are invitational events that might be offered in a responsive care program. For example, "snack time" might be announced to all children at approximately 9:00 a.m. and at 2:00 p.m. and will then be available for the next 45 to 60 minutes. Children could come whenever they wished during these periods and typically could stay and eat as much as they wished during that time.

Cooking Activities

Very frequently, as a special invitational activity, a group of children can prepare a food which will be served at snack time. Cooking activities offer rich possibilities for children's learning about measurement, cooking processes, food material properties, etc. The adult should actively model the related vocabularly and verbally clarify the processes as the children participate.

Outdoor Play

The following are exemplary of special activities which might take place in the out-of-doors.

Instamatic cameras may be given to individual children to use for a day in "shooting" anything they wish. These cameras are easily used by the children with initial instructions and the photographs can serve as excellent materials for discussion and writing.

On the hotter spring and summer days, a sprinkler arrangement can be devised to enable children's cavorting (in underpants) in cooling spray.

An obstacle course with the portable equipment could be arranged to encourage crawling and jumping.

Children's activity

The following observations were made of children involved in outdoor activity.

Observation of Valerie 10:35 a.m. to 10:40 a.m. (February)--Yells at kids in shed. Runs. Dolls down hill by self. Joined by Pam and Tanya runs up again and rolls down. Yelling happily. Takes ball from Mary. Walks up hill with it. Holds it in arms and rolls down. Lets it go. Comes back up. Rolls down hill again. Asks Mary to run down hill with her.

Observation of Mary 3:40 p.m. to 3:45 p.m. (May)--Playing in sand. Mixing with beater in pot of sand. Gives Rhonda a pot to use. "Here, Rhonda." Gives Tanya a beater. "Here, you can use this." Gives Tanya a shovel to use. Proceeds on her own mixture. "This is supper," pointing to Rhonda's pots. "This is cake," pointing at her pot. Sends Tanya for sugar. "I want sugar in it." Asks adult to make beater work. "I can't do it, will you do it? Hey, will you?"

Observation of Ron 3:25 p.m. to 3:30 p.m. (April)--Playing with bat and ball with Sam and Bill. Bill threw ball to Ron. Ron threw it back to Same. "Don't shoot it like that," said Ron, meaning underhand. Now pretends to be mad at Sam. Giving mad looks at Sam. Sam giving them right back. Ron hits the ladder with the bat. (Egocentric speech--inaudible). Sam said, "I do a better job than you." Sam tosses ball. This time Ron swings and hits the ball (just). (This is the first time he hit it.) Ron has big grin. Yelling, "Yea-yea-yea. I made a hit. I made a hit." Chanting like a yell. Game goes on. Again Ron hits ball. Puts bat down and runs around something on the ground pretending it is a base.

Trips

When children attend a day care setting for seven to ten hours a day five days a week, one must consider what is different, and possibly lacking, in this experience in contrast to the experience of the child who is in a

home situation with a parent or sitter. In the latter situation, the child will likely often be taken outside the home on whatever trips are necessary for the adult, to places like the grocery store, drug store, or a neighbor's house. In a day care situation, however excellent, this kind of change of scenery with concomitant possibilities for new encounters and learnings are lacking.

In most day care programs where a group consists of fifteen to twenty children with two or three adults, a trip outside the center becomes problematic. It means either a mass exodus for all simultaneously or the recruiting of additional adults to remain with those not taken. The consequences is that trips frequently aren't attempted. In the Responsive Care Model, however, with the larger number of adults and children, it is relatively easy to arrange for two teachers to take a small group on a trip, even on an impromptu basis, without serious disruption of the program for others. When some adults are away with a group of eight or less children, there may have to be a curtailment of the extra invitational events in the center and less provision of activities requiring a great deal of supervision, but otherwise the activities of remaining adults are not affected.

Some of the trips that have been taken at the Syracuse Center are as follows:

To their own extended environs over and around the adjoining hills to explore and collect natural items.

To an apple orchard to pick apples to eat and carry back to the center for cooking activities.

To the train depot to watch the unloading of a circuis train.

To teachers' homes for an afternoon (prompted by failure of heating system.

To fire station.

To library to hear stories and borrow books.

To bakery.

To grocery store to buy supplies for cooking activities.

To greenhouse.

To view deer in a special display area at Christmas.

To concert at area high school.

To a special children's exhibit of Picasso works at museum of art.

To neighboring "free school" to view *Hansel and Gretel* play presented by elementary school age youngsters.

To a children's zoo to play with animals and have a picnic.

To a farm with many kinds of domestic animals, especially goats.

To a forest for a picnic.

To a department store.

To the city zoo.

To a community theatre building.

To choose and bring back Christmas tree from the University tree farm.

In addition to the above, there were also series of swimming experiences arranged during the winter months for many of the children through the Syracuse City Recreation Department. These plans were initiated through the efforts of the mother of one of the children enrolled at the center. The option of "moving out" and doing interesting things was facilitated by the structure of the Responsive Care Program and is one of the very positive aspects of the model.

There is an infinite variety of invitational activities for children in a Responsive Care Program. Each center can generate their own list of

possibilities by exploring with a teaching staff community resources as well as individual resources.

Record Keeping

In the Responsive Care Program, each teacher has special responsibility for "looking out for" and making occasional necessary home contacts for a certain sub-group of children. This responsibility includes: learning as much as possible through inquiry or observation about the children's general physical needs, i.e., health, diet, rest, clothing; noting children's state of physical health and emotional well-being and taking action where necessary, i.e., arranging to have an ill child taken home; and, keeping an on-going record of the child's developing repertoire as spontaneously exhibited in the program structure. A booklet entitled *The Child Repertoire Assessment Record* is provided to the teachers for each of the children assigned to him or her (Appendix B, Appendix C).

The purpose of this form of recording is not only valuable in terms of charting the development of each child but is an invaluable technique for sensitizing teachers to the needs and behavioral patterns of the children with whom he or she interacts daily.

The record keeping form includes space for briefly recording specific incidents and the date of the incidents which the teacher considers to be evidence that the child possesses the repertoire item in question. Those instances in which the child spontaneously emits a behavior relevance to a repertoire category are recorded in the spaces provided for each repertoire item. The teacher may also record items such as seriation of objects according to size, if the child has done it in response to his request.

The categories of repertoire included on the form under affective development are (a) expresses pleasure/joy; (b) laughs openly; (c) expresses anger; (d) cries openly; (e) expresses fear; (f) engages in fantasy play; (g) expresses pride in own accomplishments or self. Under social development are included (a) has stable friendship; (b) takes follower (submissive) role in play; (c) takes leader (dominant) role in play; (d) can initiate play contacts; (e) demonstrates concern for others; (f) plays with more than one child at a time.

The language items under cognitive/language development are (a) speaks in full sentences; (b) uses language to ask for help; (c) uses language to ask for information; (d) uses language to ask for explanation; (e) uses language to express wnats/needs; (f) uses language for fun (making new sounds, rhyming, etc.)

There is included a checklist of 50 concept terms considered to be likely for a child of three to five to understand and use. The cognitive/language section of the form also includes such items as (a) aligns objects in one-to-one correspondence; (b) orders objects according to size (seriation0, (c) demonstrates awareness of which of two unequal groups has more; (d) determines "how many" by counting and touching each object as he counts; etc. Further items which might be sub-categorized as mathematics, science, reading, writing, etc., are included and may be examined in Appendix B.

A block of time should be provided weekly for each teacher to observe and record for his or her special children. However, it is unrealistic to think that weekly recordings would capture the extent of a child's repertoire. Therefore, it is suggested that small sheets of paper, pencils and boxes be provided in each of the program areas so that teachers

might jot down "on the spot" comments about a particular child's behavior. They would then drop their comments into the box and refer back to them during their recording sessions. A teacher would make such "on the spot" recordings, not only for his or her own "special children," but for any particular child in the program. The comments can be sorted out later for actual recording in the *Repertoire Assessment Record.*

The *Teacher's Guide to the Repertoire Assessment Record* is presented in Appendix B. It contains more specific directions for recording. *The Repertoire Assessment Record* is presented in Appendix C.

One-to-One Teaching

Closely related to a teacher's responsibility for keeping anecdotal records on a sub-group of children is the responsibility for providing individual sessions for each "special child" on weekly basis. These sessions are provided outside the regular program areas.

In the individual session, the adult typically takes the child to a location provided for the purpose and offers him two or three options for what he may do. For example, he may be shown the electric typewriter, an alphabet form board activity, and a set of felt pens with paper. The options are selected by the teacher to match what she perceives to be the child's interests and learning progression. Rather than using this time for direct instruction, the teacher typically allows the child to proceed in using the materials and provides pertinent instruction in the responsive manner previously described.

Again, as with the record keeping, some time should be planned each week for each teacher to conduct these individual sessions with his or

"special children." (See Appendix E, *Training Handouts*, for examples of one-to-one sessions.)

Relating Record Keeping to Individual Teaching Sessions

As stated earlier, record keeping and individual teaching sessions are integrally related. On the basis of the recordings made for a particular child, the teacher develops an appropriate individual session for him. In order to keep a running record of the types of individual sessions provided for all the children in a program, a chart of the type presented in Appendix D is suggested.

SECTION IV

STAFFING THE PROGRAM

Administrative Requirements

The Responsive Care Program requires a program director and program coordinator (head teacher). If the program is half-day, these positions may be half-time or one full-time person could serve both roles.

If the program has a full-day schedule, it is recommended that there be a full-time director and two half-time program coordinators (morning and afternoon). The director in these instances also assumes a major responsibility for the staff training as well as other administrative duties.

Other state and federal guidelines requiring social workers and health care personnel must, of course, be considered in planning for the administrative staffing.

In a public school setting, the school principal might assume most of the duties of the director (See Appendix H for a chart on roles and responsibilities in public school settings).

Teaching Staff

Teacher-Child Ratio

The Responsive Care Program is designed to accommodate groups of 35 to 45 children per unit. For each 45 children it is desirable to have seven teachers although it is possible to provide the staffing minimally necessary with six teachers. The ages of the children, of course, must be

considered in determining the ratio. The program is suitable for three- through six-year-olds and the recommended proportions assume relatively equal proportions at each age level. If, however, the program is to accommodate a preponderance of three-year-olds there should be a 1 to 5 ratio, especially if the children have had no prior program experience.

Professional-Paraprofessional Teacher Ratio

Half or more than half of the teachers to be employed may be paraprofessionals. In the actual conduct of the program differentiation of roles is not made between paraprofessional and professional teachers.

In this context, a variety of different types of volunteers can be used effectively in a Responsive Care Program. Some of the possibilities include: parents; senior citizens; student teachers; high school students in work-study programs; and other interested community members.

Recruitment and Selection of Teachers

As stated previously, a basic premise of the Responsive Care Model is that positive outcomes will result when children are exposed to a rich environment with many diverse options for activity. Teachers in the Responsive Care Program are an integral part of this rich environment. The following criteria are considered essential in selecting individuals who will add to the richness of the child-program experiences.

1. Hire individuals having the following orientations toward children and others:

   Respect for the unique contribution of others.

   Respect for children, a belief in the child's right to choose the nature of his own involvement, and appreciation of a child's natural inclination to try, do, and learn.

2. Hire individuals that have, as a group, diverse and complementary backgrounds in terms of education, sex, race, experience, and interests.

3. Hire individuals that have, as a group, as many of the following competencies as possible:

   Providing musical events that involve children, (singing songs, playing singing games, doing finger plays, doing rhythm activities, construction of musical instruments).

   Providing literature and dramatic events that involve children, (telling stories, reading books, saying poems, activities related to holiday celebrations, activities related to the expression of feelings).

   Providing arts and crafts experiences that involve children, (unusual uses for ordinary materials, use of unusual materials, use of materials in diverse and overlapping ways, care and maintenance of products).

   Providing movement activities that involve children (skipping, jumping, climbing, crawling, wiggling, balancing, throwing).

   Providing trips for children.

   Providing food related experiences that involve children (knowledge of recipes, relating food to other kinds of experiences and to the social and physical world).

   Managing behavior (identifying undesired behavior, stopping undesired behavior, encouraging/promoting a particular behavior, maintaining group attention).

   Assessing health and safety.

   Other skills (writing in legible manuscript printing, using clear oral expression).

4. Hire individuals who have the potential for using responsive methods with children.

Assessing Potential for Responsiveness

The most effective way of determining whether a person applying for a position in the Responsive Care Program may be a successful responsive

teacher is, of course, by observing that person in settings with children which are comparable to open classroom settings. Often such observations are not possible and, therefore, some alternative means of assessing potential is desirable. The developers of the Responsive Care Model operate from the premise that a teachern, when required to react to specific situations is limited to the use of only those response alternatives of which he is aware. As a proposition it could be stated that the teacher who has little awareness of possibilities of alternative ways of behaving (actions to take) will be less likely to engage in appropriate behaviors than the teacher who has an extensive awareness of alternatives. We have, therefore, sought means for determining some aspects of perspective teacher's repertoire in response to varieties of specific situation on materials with the expectation that the person who cannot produce multiple possibilities for responding to the simulated situation will also be incapable of adequate responses in actual situations.

Some of the simulated situations devised require presenting the applicant with a photograph of a classroom situation showing an adult interacting with children and an accompanying written description of what is happening. The description terminates at a critical point in an interaction with the request that the reader then write down all of the ways he can think of for the adult to respond to the situations (see Appendix E). Videotaped episodes also have potential for providing a more potent and realistic stimulus for this type of assessment.

In only a slightly different variety of assessment, the applicant is asked to examine a pre-selected set of commonly available materials and to write down all the possibilities he can think of for ways in which these

materials might provide a child with learning possibilities. The question is posed as follows: "If a child were playing with these things, what might he learn or be helped to learn?" The set of materials used might include a roll of masking tape, two rubber bands, inner cardboard tube from toilet tissue, plastic egg container (from Leggs stockings), metal measuring cup, plastic coffee scoop, three metal lids from frozen orange juice containers. A large number of categories suggested by an individual might indicate a relatively high potential for responsiveness.

Although further work will be necessary to assess the adequacy of this task or the previous ones as means of predicting potential for responsive teaching, initial work shows considerable variability among respondents and suggests that extensivity and ease of response by a teacher to the simulated situation may be a predictor to responsiveness in the actual teaching situation.

It should be made quite clear that (a) there is no expectation that the person showing broad repertoire in simulated tasks will necessarily be able to employ that repertoire in interaction with children, and (b) there is no implication that persons showing low repertoire should never be employed in a responsive care program. Actually, a person with low repertoire for responsiveness might serve a program faithfully and well in circumscribed essential caregiving tasks. If on a staff of seven or more people there are one or more persons limited in repertoire for providing responsive instruction but deeply committed to providing routine services for children, there should be no problem in providing an adequate responsive program and, conversely, an entire staff of highly resourceful but uncommitted teachers will not provide an adequate program. Assessment of teacher repertoire, as

described above, thus, may be seen as only hinting at the possibility for responsiveness. Such assessment does not address the issue of whether there will be implementation of the potential in actual program performance.

Supportive Personnel

In addition, personnel to carry out supportive services are required in a Responsive Care Program. The number of such individuals and their respective duties will vary with the needs of each center. The following is a partial list of possible personnel needs.

1. Secretary/bookkeeper. In a public school setting these duites may be absorbed by the school secretary and/or bookkeeper.
2. Cook. If meals are served on the premises, it will, of course, be necessary to hire a cook. If meals are to be catered, someone in the center will need to take on the responsibility for managing this service. In a public school setting, this service might be assumed by those individuals who manage the overall school lunch program.
3. Cleaning Service. Housekeeping and/or janitorial service will need to be provided in day care settings. In public school settings, this will probably be assumed by the school janitorial service.
4. Other Services. Provision of additional services provided by social workers, counselors, school psychologists, etc., will depend on the desirability and feasibility factors involved at each center.

Roles and Responsibilities

The Responsive Care Program model minimally requires the following roles--director, program coordinator, teachers, and secretary-bookkeeper. The following pages describe the major responsibilities associated with each of these roles. In a half-day center the director and program coordinator roles may be collapsed into a single full-time position. For full-day care, it is preferable to have a full-time director and two half-time coordinators. The roles are considered separately in this description.

Director

The director is the head of the Responsive Care Center in all of the traditional senses of the word. When things go awry, it is the director who must take the primary responsibility for setting them straight. Moreover, although many specific leadership duties are designated to program coordinators or other personnel, in the final analysis it is the director who feels the greatest pressure to establish and coordinate the activities of the community and of the children, staff, and parents within the center.

The specific tasks which are the major responsibility of the director are as follows:

arrange for adequate financing of the center through agency funding, tuition arrangements, etc.

establish budget salary schedules, purchasing sources and budgetary procedures

establish criteria for admission of children to center; seek applicants; screen and select children to be admitted

contact, interview, screen, and hire all staff

provide orientation of new staff to program

conduct on-going formal and informal training of staff members

contact and arrange for substitute teachers as needed

provide general supervision of all staff members

plan for staff scheduling and rotation of work responsibilities (in conjunction with program coordinators)

plan, coordinate and conduct bi-weekly staff meetings

plan and manage storage (in conjunction with program coordinators)

arrange for laundry service, repair of equipment and facilities, ordering of food supplies

arrange for and monitor custodial services

refer health problems to parents/physicians

establish and maintain health record keeping system

arrange for vision, hearing screening and other supportive health services

plan lunch/snack program in consultation with nutrition specialist

supervise home-school contacts; assign "special" teachers to children; facilitate day-to-day communications via notes and phone calls; organize newsletters for parents; etc.

Under some kinds of sponsoring arrangements, such as public school systems, several of the above would be routinely handled by personnel outside the immediate center staff. In these cases it would be the responsibility of the program director to monitor the quality of the services.

Program Coordinator

The program coordinator has direct responsibilities for the day-to-day operation of the Responsive Care Program activity. It is this person's role to do short term (daily, weekly, monthly) planning and immediate supervision of the adults and children in the program setting. Typically, the program coordinator is constantly "on the spot." He or she has teaching as well as coordination responsibilities. In the children's eyes, the

is one of the teachers unlike the director who must frequently be out of the classroom space while attending to other matters. The director and the coordinator must often plan together for many aspects of program.

The coordinator's major responsibilities are as follows:

plan, assign and revise, when necessary, the teacher's work schedule (in consultation with the director)

plan assignments and provide supervision of "invitational" offerings, trips, and other special events

supervise opening and closing of the center each day

communicate to staff any special notices, information about children, etc.

plan, coordinate, and conduct bi-weekly staff meetings (in consultation with director)

organize and maintain storage (in consultation with director) toward goals of optimal accessibility, "locatability," and minimal disuse of available resources

arrange for and participate in consultation sessions with teachers, parents, and visitors as needed

recommend purchases and repair needs to director

establish system for management of "send home" art products, messages, etc.

arrange for bulletin board displays (especially making sure that stale displays are removed)

arrange for special events such as birthdays and holiday happenings

arrange for special kinds of acquisition needs related to program, i.e., library books, scrap wood, films

conduct initial consideration of and attempted resolution of concerns presented by a staff member about another staff person and/or referral of problem to program director

refer health concerns/accident incidents to director; file accident reports if necessary

The program coordinator may, of course, delegate many or most of these responsibilities to other staff members, but the onus is on him or her to insure that these are attended to on a regular basis.

Secretary/Bookkeeper

In some situations it may be necessary for some of the following duties here specified for a secretary/bookkeeper to be assumed by the program director. In other circumstances the sponsoring institution may have other personnel who assume these responsibilities. If not otherwise arranged, the secretary/bookkeeper would be responsible for the following:

handling phone communications

ordering and monitoring of office and program supply needs (in consultation with director)

typing and/or duplication of all correspondence and records

billing and collection of tuition

recordkeeping of center expenditures/income

maintenance of all routine records--attendance, health, parental permission, etc.

organization and maintenance of all payroll procedures

organization and maintenance of files of clerical and curriculum materials

Teachers

With the single exception of the program coordinator, teachers in the Responsive Care Program serve similar and multiple functions and have equal program responsibility. "Aides" are not differentiated from professional teachers in the kind of responsibility or authority associated with their work. Although differences in expertise, sensitivity, and resourcefulness will, of course, exist and will be recognized by adults (and presumably by the children), these differences should not be pre-established by amount of training or experience.

The program design demands certain kinds of staff functions and assignments. Three base program areas--active, expressive, and task--are intended to be available to children throughout the entire day--with the exception of lunch and rest periods. Some adults, must, therefore, always be available to supervise these areas. A series of invitational events are also required by the program design. Minimally, these include snack, story, outdoor play. Some staff must be assigned to plan and supervise these events. Lunch requires assigned responsibility for a set of children and some adults must be available to supervise the nap period. In summary, there are certain given assignments which are necessitated by the program structure.

In order to dependably provide adequate coverage with a minimum of confusion and an equitable distribution of the less glamorous duties, it is recommended that a schedule be worked out which systematically rotates all assignments for staff members on a weekly or bi-weekly basis.

Assignment 1--Supervision of expressive area	8:00 a.m.-11:30 a.m.
Assignment 2--Supervision of active area	8:00 a.m.-11:30 a.m.
Supervision of snack	9:00 a.m.-9:30 a.m.
Supervision of outdoor play	10:30 a.m.-11:30 a.m.
Assignment 3--Supervision of task area	8:00 a.m.-11:30 a.m.
Present story/other group activity	9:30 a.m.-10:30 a.m.
Supervision of outdoor play	10:30 a.m.-11:30 a.m.

The two teachers assigned as a pair to one of the above assignments determine between themselves who will do which duties on a particular day. The three assignments specified above require both of the pair to be in specific locations in the program only during certain time periods across the session. Unless scheduled for two different areas or events simultaneously, the two may determine for themselves whether they will both work in the same area, whether one will "float" to another location where there is a particular

need, or whether they will engage in some other relevant activity such as preparation of materials, sustained individual work, etc. The pair system is recommended since it provides more flexibility for each person than a single assignment plan--yet dependably insures the necessary coverage for each area and event.

In supervision of the areas, the teachers' responsibilities include:

maintaining the environment as arranged for the area

enforcing ground rules established for the area

providing informal responsive instruction

periodically providing for some additional introduction of materials, possible activities in the area

noting and reporting disabled equipment, depleted supplies, or potentially dangerous circumstances

observing (and where applicable, noting in writing for *Child Repertoire Assessment Form*) each child's actions and state of being.

The supervision of some of the additional events--snack, story, group activity, field trip--requires advance planning, selection or acquisition and/or production of materials to be used, conducting the session, observing and recording (where applicable to *Child Repertoire Assessment Form*) children's actions and demonstrated abilities.

Each teacher also has special responsibility for "looking out for" and making necessary home contacts for a certain sub-group of children. These responsibilities include:

making an initial home visit and most later home contacts

learning as much as possible through inquiry or observation about the child's general physical needs, i.e., health, diet, rest, clothing

noting child's state of physical health and emotional well-being *and taking action where necessary, i.e., arranging to have* an ill child taken home

providing individual sessions for the child on a weekly basis outside the regular program areas to do "special" things

keeping an on-going record of the child's developing repertoire as spontaneously exhibited in the program structure

Decision-Making

When it is said of the Responsive Care Program that teachers have equal and shared responsibilities for the 35 to 45 children in the group, it should not be assumed that there exists a team teaching arrangement in which the program evolves from the continued joint planning sessions of the several teachers pooling their responsibilities for the group of children. This is generally not the case. There is, instead, a given basic program structure which sets many physical parameters and teacher functions.* Although there is continuous simultaneous program presence of several adult staff members, there is limited provision for staff decision making about basic program parameters. To work in the Responsive Care Model, adults must accept certain rules and procedures regarding assignment, space use, minimal responsibilities. Within that structure they as individuals develop their own unique contributions and innovations and their own style of interacting with children, which wile requiring coordination, are not necessarily subject to and seldom are topics for group discussion and decision making.

Diversity of Staff Operational Styles

During weekly staff meetings many decisions are made by teachers regarding coordination of their activities but little regarding the overall structure or regarding the style or strategy which will be used by the adults in conducting these activities. Adults do, of course, act as models

for each other and may independently outside of formal meetings explore values and beliefs and these informal interactions will, of course, influence the involved individuals' subsequent teaching behaviors. There is no formal provision, however, for the entire group to participate in decision-making deliberations for the purpose of reaching concensus of values and corresponding operational styles. Persons accepting employment in the Responsive Care Program should, therefore, anticipate working in parallel fashion with some others whose teaching styles and strategies are quite unlike their own.

Mechanisms for Conflict Resolution

In such a situation, two factors are considered of importance to effective program functioning. First, expectations for responsibilities and for given behaviors must be made quite explicit to staff members. The level of explicitness is illustrated by the schedules for responsibility cited earlier and in the document describing *Adult Ground Rules* (Appendix F). Then, if staff conflicts arise there must be mechanisms for resolving those conflicts

The following procedures for resolving an intra-staff conflict are recommended:

1. If a staff member has a problem which concerns another staff member, he should preferably discuss it with that person directly.
2. If this seems difficult for the concerned individual to do, the problem may instead be presented to the program coordinator. The program coordinator may, if he feels it is a legitimate concern, discuss it with the third party. If he does not feel it is a grievance which should be followed up with the third party, he explains fully to the concerned person why this is the case.

3. If these avenues do not bring results/changes or if there continue to be unresolved differences of opinion on role and responsibilities, the staff member or the program coordinator should ask for a conference with the program director.

4. If clear policy as expressed in documents describing program parameters or other statements such as *Adult Ground Rules* exists for the point of concerns, that policy should be followed in most instances. If not, the conference is used to explore differences and reach compromise or concensus.

5. Follow up converence(s) should be subsequently arranged with involved persons to review the resolution and reconsider as necessary.

Since the recommendations made in the prior paragraphs contrast markedly with the expectation many persons may hold that within an "open" program, persons working together should have "open" group decision-making and value deliberations, the rationale for the position perhaps need to be presented. A major reason for the extensive setting of program parameters by the director is that the intensive demands of day care preclude sufficient amount of time being allotted to staff deliberations. Typically group decision-making requires time to explore at length basic values and beliefs and involves reconciliation of competing belief systems and influence patterns. The ten hour schedule typical of day care simply does not provide time for the resolutions prerequisite to effective group planning. Under these circumstances it seems preferable to encourage each individual staff member to develop his own style and strategies, whether or not it is similar to others in the program, within the overall structure designed to accommodate

considerable diversity. The emphasis in any group deliberation about style and strategy is thus focused on increasing individuals' repertoire of potential ways of behaving but not on "settling" on the way for the program.

Effects of Diversity on Children

The question of effect upon children of diversity among adult staff members in styles and strategies is, of course, the central issue in considering the wisdom of these arrangements. While it is true that the diversity may not create an easy situation for children, it is felt that it is a realistic one in that the child must adopt his responses and behaviors to differing modes comparable to the world outside the center. Extensive experience with diverse styles is considered better preparation for functioning in other situations than the kind of expectations and limited repertoire resulting from only one type of approach.

Alternative Decision-Making Strategies

With the limited amount of time available in day care for group deliberation alternative decision-making strategies may be employed to advantage to reserve time in meetings for the most crucial matters. If a staff member has an idea for a program change or innovation, he may follow the following procedure:

1. Discuss with program director to determine whether within basic program parameters and whether financially feasible.
2. Write up the idea on the SUGGESTION FORM shown in Appendix G which provides space for each staff member to indicate whether or not he approves of the idea or whether he feels it should be placed on the agenda to be discussed by the staff in the weekly meeting.

3. Post in a prominent spot reserved for that purpose to be examined and marked by other staff members.
4. If all staff initial as "OK" it will be marked PASSED and implemented. If any staff wishes discussion or if the initiator of the idea wants to discuss it to attempt to convince those who indicated "NOT OK," it will become part of staff meeting agenda.
5. If two or more staff members object after the discussion, the innovation or change will not be implemented.

Summary

An underlying theme of the preceding discussion on decision-making is the concern for assuring the individual staff member, once he has accepted employment in the Responsive Care Program and learned the parameters entailed in that program, that he will not necessarily need to conform to whatever norms and/or influence patterns come to exist within the particular staff he joins. A single operational style among staff is not considered a program goal. There should, however, be continued effort to encourage each staff member to extend his own repertoire and to develop his own unique strategies and style for the benefit of the children in the program.

A summary chart of the *Allocation of Responsibilities in the Responsive Care Program* relevant to both day care centers and schools is presented in Appendix H.

SECTION V

PARENT INVOLVEMENT

The basic intent of the parent involvement aspect of the Responsive Care Program is, first, to utilize the emotional and intellectual investment of parents in their own children to the benefit of the local center, and, second, to encourage and facilitate parents acting autonomously to provide for their own needs and interests through center-related programs. Underlying this intent is an insistence on insuring the continuation of the essential elements of the Responsive Care Model, and, therefore, certain safeguards have been recommended. Within the bounds of these safeguards the model is fully geared to profitably absorb the benefits to children of any variety of parental participation. Through the full utilization of cultural and educational specializations of the parent body each Responsive Care center will foster a unique array of learning experiences. There is, thus, no threat of alienation of the child from a minority cultural milieu to the predominant culture. At least that should not happen if the child's parents are willing to take advantage of available opportunities to participate and offer their own special variety of invitational "happenings" within the center. While the actual successful involvement of parents, in the final analysis, will be dependent on a multitude of personal factors and commitments of the staff and parent group in a particular center, there are no organizational deterents within the program model.

The Responsive Care Program has been planned to be effective for use with children from varying socio-economic and educational backgrounds. As has been specified in other documents, the greater the diversity within the parent and student body, the greater the probability of extensive intra-group learning and repertoire enhancement for each participant. Although the program can effectively serve a group consisting of all low income or all middle-class children, this is considered far less desirable than the arrangement of a more heterogeneous group. In planning for a desirable parent involvement program, then, it is not appropriate to anticipate that the parent groups will be composed of persons having similar interests and needs and, hence, the specification must be in terms of alternatives that can be drawn upon in constructing a multi-dimensional program for a diverse parent group.

There are, however, some basic principles which are recommended for parent involvement in the Responsive Care Program. These shall be discussed in the following section.

Basic Principles for Parent Involvement

It should be mandatory in the Responsive Care Program that parents have an open invitation to observe and participate as much as and as often as they wish. To accept this invitation, however, they must be willing to accept the center's stated ground rules for children's behavior and for adult conduct (and not to impose any further added requirements). Since these ground rules will be clearly stated in each center, it should be easy for the parent to determine whether he can comfortably participate within these confines.

While they are in the center, parents may serve as general supervisors of their own and others' children, may assist with material preparation and clean-up, may provide special invitational activities, etc. The contributions parents can make to a program are legion. An agile mother interested in physical fitness might encourage some "tumbling" activities in the active area. Another mother or father might come and help children prepare a speciality food item to be served to all at lunch or snack. A parent who plays an instrument might perform quite informally for children's enjoyment and learning. The owner of a litter of puppies might bring them by the center for recurring visits during their growing-up period. The non-English speaking parent might regularly come in and converse in his language with the children. The carpenter grandfather might construct play equipment assisted by earnest young helpers. The possibilities are endless. The Responsive Care Program may readily capitalize on the richness of the parent potential.

To successfully involve parents the staff's responsibility for the center's program there must be careful specification of role limits and responsibilities. It should be made clear to both staff and parents that decisions about the basic program structure may not be made by parents of children enrolled in that program. As indicated in the previous section dealing with staff responsibilities and decision making, the staff employed in a center do not have decision making authority about the central prescribed features of the Responsive Care Program. Parents should not, under any circumstances, anticipate having greater decision making powers than those accorded the teachers within any particular center. To enroll children in the Responsive Care Program, parents must accept certain givens regarding such areas as (a) diversity of pupil and staff backgrounds and behavioral

styles, (b) space use, and (c) personnel deployment.

As further indicated in the section on staff decision making, many decisions are made during weekly staff meetings about the coordination of activities, and staff are encouraged to use certain prescribed routes for initiating and deliberating on proposed program changes or innovations. Under certain circumstances, parents should also be invited to participate in these deliberations as though they were regular staff members. However, to avoid unnecessary deliberations which might be instigated by a parent who knows little of the actual program operation, there should be some qualifying requirement for full participation in decision-making processes possibly requiring that the parent should have spent a day a week (or equivalent) for eight weeks would be appropriate.

While options for participation in decision making regarding children's programs should be reserved for those parents with direct knowledge of program operation, as based on time spent in the program, it would be desirable to have a parent board established which would have rather extensive responsibility for planning, implementing, and c-ordinating a parent program based on the particular interests and needs of the local parent group. The organization and operation of parent programs would ideally be done by this group and would only, secondarily, involve a committee of center staff (including the director) who have interest in this kind of responsibility. If parent planning does not happen, however, the staff committee should then take the responsibility for initiating those activities they deem appropriate.

Each parent, upon enrolling his child in the Responsive Care Program, should be given a brochure describing the program and his potential

role in contributing to and participating in that program. He should also be administered, either in writing or orally, a survey of his talents and interests which might be tapped for program purposes. This inventory should assess the extent of his interest in becoming involved in the program in each of a series of potential ways, listed for his consideration. The results of the survey would then be made available to the teachers and to the parent board to assist them in their planning.

Components of Parent Involvement

The parent board and/or the staff committee should create and have at their disposal a file box of ideas for each of several potential components of a parent involvement program:

Communications with Parents

Parents as Program Observers

Parents as Program Participants

Parents as Program Contributors

Education for Parents

(a) Group

(b) Individual

Resources for Parents

Entertainment for Parents

Social Services for Parents

Included within each section would be both a general discussion and some specific suggestions. An expandable file would encourage record-keeping of actual people and events related to activities of a local center.

To summarize the needed preparation for the parent program, the

following must be developed:

general format and suggested content of a brochure for parents

general format and suggested content of a talent and interest survey for administration to parents

file box of ideas for parent programming

SECTION VI

TRAINING

Introduction

The main purpose of this book is to help provide you, the lead teacher or director of a day care center, with the background to be able to train your staff to be effective teachers in the Responsive Care Program. The training, as described below, consists of preservice training for you, preservice training for your staff, and inservice training for you and your staff.

Phase 1 of the training consists of the training of the director and/or lead teacher. This training lasts approximately one week and is conducted at the development site so that the people trained can observe the Responsive Care Program in action. During this time you will be able to ask questions and make plans, with the assistance of the trainers of the Responsive Care Program, for the preservice training of your own staff members in Phase 2.

Phase 2 of the training occurs at the local day care center and lasts from three to ten days. During this aspect of the training, the director and/or lead teacher, in collaboration with the Responsive Care training staff, introduces the teachers to the basic goals, procedures, and teaching techniques of the program. A guided initiation into responsive teaching is the basic aim of Phase 2 of the training.

Phase 3 of the training consists of inservice training of the director and his staff. This training, which occurs over the course of the school year, is designed to expand upon the staff's repertoires of teaching behaviors and to refine their competencies as responsive teachers. Some of this training is delivered by packets of instructional materials, whereas some is delivered by the Responsive Care training staff.

The Preservice Training of the Center Director and/or Lead Teacher

The Objectives and Strategies

During your preservice training, the following objectives are to help you:

1. Have a clearer understanding of the principles and procedures of the Responsive Care Program.
2. Find answers to questions you have and consider important regarding the program.
3. Develop a set of plans for how you and the Responsive Care training staff will conduct the preservice training of the staff at your center.

We are assuming that the basic task of directing your center and providing staff leadership is yours. We want to support, not supplant your efforts. During the first day we will help you become thoroughly familiar with the material and people resources at our center. We will explain the various opportunities for learning about the program, and we will assist you in planning a schedule for the next few days. You will have access during that time to the center for your observation and participation, to slides, photographs, written materials, and to members of the day care center and

training staff. We feel confident that you will gain the greatest understanding of the program when you play an active role in setting up your own schedule for learning about the program and when that schedule can be revised as you and we feel is necessary.

How Such Training Has Been Carried Out

[In this section write a description of how two different directors chose to spend their time and of what they gained from the training. Develop this section after a training session has been carried out and base this section on what actually took place.]

Preservice Training of the Center's Teaching Staff

Introduction

The overall purpose of the preservice training is to (a) communicate the tone, intentions, and characteristics of the Responsive Care approach, (b) to help with the organization of the physical setting for Responsive Care, (c) to establish the duties, responsibilities, and privileges of staff in the new program, and (d) to assess and begin to further develop the teachers' repertoire for providing for children's activity and learning. This section outlines the objectives, content, and alternative strategies for each of the sessions as they are envisioned at this point. Alterations will undoubtedly have to be made during the training. Modifications of this plan will begin when the actual circumstances for the training are determined.

A record of both the preservice and inservice training will be collected by the individual staff member in a training notebook. In the description which follows, reference will be made to materials which will be

distributed to teachers for insertion in their training notebooks. These insertions and other teacher-prepared sections are intended to organize and give perspective to the individual regarding his or her own training. During nearly all of the training sessions there will be distributions and on-the-spot preparations of written materials for the notebook. Also at the conclusion of each day's activity the teachers will be asked to write informal notes on the day's activity, personal reactions, questions, requests, etc.

A Possible Preservice Training Schedule

The following schedule is tentatively proposed for the three week training period.[1] In the sections marked by an asterisk, all staff including cooks, secretaries, drivers, etc., should be included if at all possible. In the remaining sessions, only teaching staff need to be involved.

The preservice training will be planned and conducted jointly by Responsive Care trainers and the center director. Roles for each are suggested here, but actual division of responsibility for training and development of routines and policies can be arranged in a variety of ways, depending on the skills and preferences of the center director.

Although the objectives, content, and strategies for many of the preservice sessions are specified in detail below, we must emphasize that these plans should be modified to meet local needs and interests. We feel the most productive schedule will be the one that you have helped to work out with your center in mind, since you have an intimate knowledge of your staff, your facilities, and the time constraints.

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[1] When the training occurs at a center that is not in the process of being started up, the training may be shortened.

1. ORIENTATION

   1.1 General Orientation to the Program[2]
   1.2 Exploration of Views on Teaching and Learning
   1.3 Orientation to Each Other
   1.4 Orientation to Future Training Activities

2. LEARNING ACTIVITIES AND GROUND RULES FOR THE MAJOR AREAS

   2.1 The Major Activitity Settings: active area, task area, expressive area, and outdoor play area
   2.2 Ground Rules for the Major Areas

3. STAFF RESPONSIBILITIES

   3.1 Overview of Staff Responsibilities
   3.2 Nitty Gritty Details
   3.3 Special Children
      3.3.1 Preparation for "Special Children"
      3.3.2 Planning for use of *Child Repertoire Assessment Record*
      3.3.3 Preparation for Individualized Teaching of "Special Children"
   3.4 Invitational Activities
   3.5 Adult Ground Rules and Decision Making Processes

4. ACTIVITIES TO PREPARE FOR IMPLEMENTING THE PROGRAM

   4.1 Work Sessions
   4.2 Home Visits (optional)
   4.3 Teacher's Repertore for Providing for Children's Activity and Learning

1.1 General Orientation to the Program

Objectives: The teachers will be able to identify the following as characteristics of the Responsive Care Program.

large group of children
heterogeneity of children (hopefully)
many teachers
heterogeneity of teacher background
diversified space; active, expressive, task
structure related to space, not time
consistency of ground rules
option to child of location in program
invitation activities

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[2]"General Orientation to the Program" could follow "Exploration on Views on Teaching and Learning."

Objectives (Continued)

"special" children
individual work
record keeping on repertoire
goal: extended repertoire; learning not specific learning
responsive instruction

Content: See slide show script.

Alternative Strategies:

Presentation of slide show with discussion, or
Lecture with discussion, or
Independent reading of descriptive materials

1.2 Exploration of Views on Teaching and Learning[3]

Objectives: The trainee will:

be able to differentiate between formal and responsive instruction
identify some of his feelings about his own role as a learner and as a teacher in formal versus responsive instruction (optional)
be able to cite instances of learning in himself and others which occurred in the absence of any kind of instruction and with the benefit of responsive instruction

Content:

Formal instruction may be defined as those instances in which the teacher or instructional program has planned both the ends and means of an interchange.

Responsive instruction may be defined as that type of teaching in which the teacher allows the child to engage in an activity of his own choosing and in which the teacher interacts with the child to extend the child's experience (learn new skills, concepts, etc.) in that activity.

Responsive instruction differs from formal instruction in that the teacher does not select for the child what he is to do (means) and what he is to learn (ends).

Responsive instruction also differs from no instruction in that the responsive teacher observes what the child is doing and uses those observations to interact with the child.

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[3]This lesson could be omitted provided that in the preceding lesson emphasis is given to the concept of responsive instruction.

Content (Continued)

The Responsive Care Program relies on responsive instruction to a very great extent.

People vary in how comfortable they feel about relying on responsive instruction as the major vehicle for facilitating children's learning (beyond material arrangement). Some degree of commitment to trying to provide responsive instruction is prerequisite to being a staff member in the Responsive Care Program.

Alternative Strategies:

The trainees will be randomly placed in sub-groupings of no more than five per group and will be asked to share among themselves their responses to the following (distributed one at a time):

The most difficulty I've ever had in learning something was--

The things I've learned most easily have been--

Consider responses to the previous two items and then discuss the learning conditions, who, if anyone, was teaching you, how they were teaching you, etc.

I do not enjoy learning when--

I enjoy teaching others things I know when--

I do not enjoy teaching others things I know when--

The differentiation of formal vs. responsive instruction will then be presented to the entire group and they will be asked to cite from their discussions specific instructional and/or learning episodes and, from their description, the trainer and teacher will indicate where on the following continuum of formal vs. responsive instruction each item would be placed.

No Instruction	TEACHER INTERACTS WITH CHILDREN		
	Responsive Instruction		Formal Instruction
	Ends and Means are Open	Either Ends or Means are Predetermined	Means Ends Predetermined

Alternative Strategies (Continued)

The trainees will then be told that the majority of instruction in the Responsive Care Program is in the middle portion of the continuum, and examples will be given.

OR

Lecture presentation of content with selected illustrations. Each trainee being asked to consider for himself related experiences without sharing.

Participants will be given Roland Barth's questionnaire on *Assumptions About Learning and Knowledge* to examine and respond to if they wish to do so to help them further assess their own feelings on these issues.*

Notebook Insertion:

Summary page on Explorations of Teaching and Learning.

1.3 General Orientation to Each Other [4]

Objectives: The trainees will:

become familiar with each other's manner of expression and concerns
begin to recognize the value to themselves of working with the other staff members
begin an assessment of their own personal strengths, interests, and values which may contribute to their professional involvement in the program

Content:

Each person has concerns, values, feelings which can be expressed.

From each person's unique background there will be substance to enrich the experience of others who work with him and for the children who encounter him.

Alternative Strategies:

Each trainee will be asked to consider and share with a subgroup what about himself is unique (will probably be true only of himself and not of others present in the group). Possible

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*The questionnaire might well be distributed to participants prior to the training sessions.

[4] In a center where teachers already know each other well and function well, this lesson may be omitted.

Alternative Strategies (Continued)

examples are "from a family of fourteen," "lived in Mexico for a year," "been an ADC mother," "do deep sea diving," "am now pregnant," etc.

Each sub-group will later pit their most unique item against those from other sub-groups determining whether it is, in fact, unique or also true of others in the group.

Each trainee will list three things they would like to learn and one or more things they feel they could teach other adults. The trainer will make an "on-the-spot" listing on a chalkboard or chart paper discussing and identifying people's interests and specialities as he goes through lists.

The trainees will be divided into sub-groups and will be asked to respond to and then share some of the following or similar kinds of items:

something you did--age 13 or before--very meaningful experience
what would you do--given $250,000.00?
peak joy experience
tell about someone you have influenced positively or vice versa
when I enter a new group I feel--
when I'm in a new group I feel most comfortable when--

OR

The trainees will be asked to draw and share a coat of arms and insert a drawing presenting the following into sections of it:

something you are very good at
something you are struggling to do better
a value you feel very strongly about and would not waiver on
a material object most significant to you
an accomplishment this year
a set back
three words you would like to be remembered by in your epitaph

1.4 Orientation to Preservice Training Activities

Objectives: The trainees will:

have an overview of events to occur during preservice training
have realistic expectations for their participation during the training period in terms of effort, time, and commitment

Content:

Schedule as it has finally been developed in conjunction with the program director including times, expectations for attendance, general nature of training activities, etc.

Alternative Strategies:

Presentation by trainer. Discussion and problem resolution led by trainer and director.

OR

Presentation by director. Discussion led by trainer and director and problem resolution led by director.

Notebook Insertion:

Schedule for preservice training period.

2.1 The Major Activity Settings: Active Area, Task Area, Expressive Area, and Outdoor Play Area

Objectives: The trainees will be able to:

state the purposes of the major activity settings
give the rationale for the location of various pieces of equipment in the major activity settings
discuss how various pieces of equipment can be used for diagnostic observations and responsive instruction
take on specific responsibilities for further development of needed materials in the major activity settings (optional)

Content:

The active area: The space, the materials, and the equipment in the active area are basically planned to encourage large muscle activity. Quiet play is, of course, possible also. Only safety precautions should be of concern in limiting children's options for "doing" with the materials and equipment available in the area. Noise and running should be anticipated.

The active area: (continued)

The location of equipment and the further development of the area must be determined on-site to facilitate the above. An initial placement of the equipment will have been done prior to this training session.

Ideas on how equipment can be used for diagnosis and responsive instruction are included in the active area source book (under preparation).

The task area: The space, materials, and equipment in the task area are basically planned to encourage quiet concentration. Running, teasing, noisy play are discouraged. Located in the task area are many small manipulanda, books, audio equipment, etc. Without careful organization for placement of materials and ground rules to preserve the orderliness, the task room can easily become a shambles.

The location of equipment and the further development of the area must be determined on-site. An initial placement of the equipment will have been done prior to this training session.

Ideas on how equipment can be used for diagnosis and responsive instruction are included in the task area handbook.

The expressive area: The space, materials and equipment in the expressive area are basically planned to encourage creative activity and experimentation with materials. The most critical concern is to arrange a setting where there can be maximal availability to diverse media and to dramatic props. To keep the area functional on a continuous basis, careful arrangement of storage, centers, and ground rules is essential. These must be determined on-site. An initial placement of materials in storage and the placement of the various equipment and materials will have been done prior to this training session.

Ideas on how equipment can be used for responsive instruction are included in the expressive area source book (under preparation).

Outdoor play area: The outdoors provides a different setting for active, expressive, and task involvements. The contrast in sights, smells, textures, temperatures would be worthwhile for children to experience even without the healthful aspects and the advantage of extended space. It would be unfortunate to perceive of the outdoors as only providing for large muscle activity. Sand, dirt, pebbles, water, grass, weeds, live wild creatures, etc.,

Outdoor play area: (continued)

are not to be overlooked as learning and/or expressive media.

Ideas on how the equipment and natural materials of the outdoor area may be used for diagnostic observations and for responsive instruction will be generated during the session by the group.

Alternate Activities

(Conduct session in the major areas with all or most of equipment available and at least partially arranged.)

Verbal introduction of purposes of each area; or show series of slides of the major areas and encourage group to deduce purposes.

The program director will describe the rationale for the placement of various pieces of equipment. The various pieces of equipment may be labeled to insure some uniformity for benefit of communication among staff and to children. The staff will be asked for other views on the placement which may not have been thought of previously.

OR

Encourage group to examine and discuss the location of equipment, giving rationale if they seem to be overlooking it. Move some pieces to new location and consider whether more or less is desirable.

OR

Provide scaled models of space and equipment. Have sub-groups generate plans for arrangement and later share with total group--explaining rationale. A desirable plan could be implemented; others held in obeyance.

The group will brainstorm on possibilities for learning inherent in specific pieces of equipment.

The group will discuss what other kinds of materials might be developed for use in each area.

The trainer will introduce and distribute the active area source book. The contents will be described and examined.

Notebook Insertion:

Summary sheets for major areas.

2.2 Ground Rules for Activity Area

Objectives:

state ground rules for each area
identify ground rule infranctions in various locations and events
cite alternative ways for use in above situations
predict how certain piece of equipment may create interpersonal or other problem situations for children and discuss alternative strategies for handling

Content:

The ground rules for each area will be determined during the session by the staff.

Each adult will propose alternative means of handling problem situations. The idea of broad repertoire of possibilities will be emphasized as the desired goal.

Consistency among adults in expectations for children's behavior is very important. Therefore all staff must be aware of all ground rules and must be ready to take some action (not necessarily the same actions as other staff members) when ground rule infringements occur. This is especially critical early in the program year.

See sheet on *Alternatives for Enforcing Ground Rules*.

Alternate Strategies

The group will be divided into sub-groups to suggest and list potential ground rules for each area. From the shared lists the whole group will be helped by the trainer and director to reach consensus on those which will be retained. See guides from *Director's Handbook*.

Each of the ground rules formulated will be examined in turn and sticky "what if--" questions raised by the trainer and director to make sure of understanding and consensus.

Role playing will take place in each of the areas. In each area some few of the group will act as children; one will act as the teacher and the remainder will be observers. The first role playing episodes in each area will be done without direction and a later one will have a prescribed written problem situation to enact and respond to. The observers will be furnished with noise makers to sound upon spotting a ground rule infringement--at which point all other action will stop while all except that "child" and the teacher stop and observe their interchange. Each situation will be discussed to the extent the group wishes.

OR

Alternate Strategies (continued)

Show slides and/or photographs of Syracuse major areas, including problem situations. Generate list of alternative ways of handling several exemplary problem situations.

Notebook Insertion:

Alternatives for Enforcing Ground Rules
Summary of all program Ground Rules (to be given out later)

3.1 Overview of Staff Responsibilities

Objectives: The trainee will be able to:

describe the general responsibilities he and a teammate will assume under each of three different assignment patterns
describe how he and a teammate will handle a specific assignment pattern during the first week of full operation
describe (or at least become aware of) his own concerns about these new responsibilities

Content:

The trainer and director will have designed an initial pattern of rotating responsibility based on the local situation. This cannot be predicted in any detail prior to knowing about the number of staff, hours, etc. In general, the patterns described in the document *Description of Staff Responsibilities and Decision Making Procedures in the Responsive Care Program* will be followed.

In order to provide adequate coverage with a minimum of confustion and an equitable distribution of the less glamorous duties, it is recommended that a schedule be worked out which systematically rotates all assignments for staff members on a weekly or bi-weekly basis.

Assignment 1--Supervision of expressive area	8:00 a.m.-11:30 a.m.
Assignment 2--Supervision of active area	8:00 a.m.-11:30 a.m.
Supervision of snack	9:00 a.m.-9:30 a.m.
Supervision of outdoor play	10:30 a.m.-11:30 a.m.
Assignment 3--Supervision of task area	8:00 a.m. -11:30 a.m.
Present story/other group activity	9:30 a.m.-10:30 a.m.
Supervision of outdoor play	10:30 a.m.-11:30 a.m.

The two teachers assigned as a pair to one of the above assignments determine between themselves who will do which duties on a particular day. The three assignments specified above require both of the pair

Content: (continued)

to be in specific locations in the program only during certain time periods across the session. Unless scheduled for two different areas or events simultaneously the two may determine for themselves whether they will both work in the same area, whether one will "float" to another location where there is a particular need, or whether they will engage in some other re-evant activity such as preparation of materials, sustained individual work, etc. The pair system is recommended since it provides more flexibility for each person than a single assignment plan--yet dependably insures the necessary coverage for each area and even.

In supervision of the areas the teachers' responsibilities include:

- maintaining the environment as arranged for the area
- enforcing ground rules established for the area
- providing informal responsive instruction
- periodically providing for some additional introduction of materials, possible activities in the area (This is especially important in the expressive and task areas.)
- noting and reporting disabled equipment, depleted supplies, or potentially dangerous circumstances
- observing (and where applicable, noting in writing for *Child Repertoire Assessment Form*) each child's actions and state of being (This objective is dealt with in more detail in lesson 3.3.2.)

Strategies:

The director will present the initial patterns which he and the Syracuse trainers have devised. (Discussion with the group may very well lead to modifications.)

Each teacher will be given a floor plan for the building and will place cut-out figures of themselves and their teammates in the particular location where they would be in the program at various points of the day (announced by the trainer by half-hour intervals) under each of the assignment patterns.

Role playing will be conducted in each area with teacher roles and child roles in a described situation being enacted and discussed.

The trainer will lead discussion concerning possible uncomfortable feelings the staff may have about assuming these new roles in the Responsive Care Program. This discussion will be initiated by citing some of the feelings the teachers at Syracuse had as they began to work in the program format.

OR

Each individual will be asked to write down concerns and fears they have about assuming their new roles in the program and will share these in small groups first and then a member of each group will summarize the small group's concern to the total group.

Notebook Insertion:

Summary sheet for overview of adults' day.

3.2 Nitty Gritty Details

Objectives:

The trainees will have statements of agreement on the nitty gritty aspects of program management including procedures for opening the center; greeting children; attendance; storing outdoor clothing; health routines; snack; lunch; nap; transportation (if necessary); departing procedures; closing the center.

Content:

See CEMERL materials on *Procedures for the Daily Opening and Closing of a Center.*

Some staff members must be available to greet and help arriving and departing children as needed; to make informal health check; to mark attendance.

The details of these arrangements will vary from location to location but policies for each should be established during this session.

See sheet on *The Teacher's Guide to Snack and Lunch* (in preparation). Local procedures for providing for snack and lunch must be established.

See sheet on *The Teacher's Guide to Naps* (in preparation). Nap procedures applicable to the local center must be carefully established.

Strategies:

The trainer will present the opening and closing materials. Questions and discussion as needed. Plans for locating the checklists and responsibilities for making checks will be assigned.

The director will propose procedures for

greeting and helping arriving and departing children
taking attendance
storing outdoor clothing and possessions
health routines

OR

A sub-committee of staff members will work out a proposal for each of the above and report back to the total group for adoption or modification.

The trainer will present and discuss *The Teacher's Guide to Snack and Lunch*. The director will propose local procedures to be discussed and modified, as necessary, by the group.

OR

A sub-group of staff members will work out proposal for procedures for snack and another develop procedures for lunch. These would be reported back to the total group for adoption or modification.

Same as above for nap procedures.

Notebook Insertion:

The Teacher's Guide to Snack and Lunch
The Teacher's Guide to Naps
Summary sheet on Nitty Gritty Details.

3.3.1 Preparation for "Special" Children

Objectives: The trainees will:

be able to cite the responsibilities they will assume for their special children
learn who their special children will be and will be given some basic information about them
be able to cite some guidelines they inted to follow during the initial home visits

Content:

For each of the children assigned the teacher, he or she will be responsible for

making an initial home visit and most later home contacts
learning as much as possible through inquiry or observation about the child's general physical needs, i.e., health, diet, rest, clothing
noting child's state of physical health and emotional well-being and taking action where necessary, i.e., arranging to have an ill child taken home

Content (continued)

providing individual sessions for the child on a weekly basis outside the regular program areas to do "special" things
keeping an on-going record of the child's developing repertoire as spontaneously exhibited in the program structure

Tentative assignments will have been prepared in advance of this session and copies of available basic information about the child made ready for distribution. Permanent Record Cards may be all that is needed for this purpose.

The most effective way of learning about the home situation and of forming workable home-school relationships is to only ask for essential information on the initial visit, e.g., emergency phone numbers, allergies, doctor, child's likes and dislikes, fears, and to be non-evaluative about any information the parent offers about the home circumstances. The major task of the teacher in the home visit is to anticipate the parent's concerns about the child's attendance at the center and to supply whatever information might be helpful.

Alternative Strategies:

The tentative assignments will be distributed or displayed, and the group, led by either the director or the trainer, will discuss any changes that are proposed. Changes will be made where there is reasonable justification for doing so.

Each of the responsibilities for "special" children will be presented and discussed. Anecdotes from the Syracuse staff experiences will be shared.

Sub-groups will meet and discuss two topics--(a) what they would hope to learn from the initial home visit, and (b) how they will attempt to establish good home-school relationships. Groups will share ideas and compile guidelines. The director and trainer will make further suggestions as these are deemed appropriate.

OR

Guidelines formulated by the trainer and director will be presented and discussed with modifications and further suggestions coming from the group.

The trainer will suggest that parents be contacted later in the day about the time of the initial home visit. Parents will have been told previously that they should anticipate these visits during the subsequent three afternoons or evenings.

Notebook Insertion:

Summary sheet on Preparation for "Special" Children.

3.3.2 Planning for use of *Child Repertoire Assessment Record*

Objectives: The trainee

will be able to cite several reasons for making a record of the child's developing repertoire
will be able to think of further potential examples for categories of the *Child Repertoire Assessment Record*
will be aware that the categories are not all inclusive and that additional pages may be desired by the individual teacher

Content:

The purposes of making a record of the special child's developing repertoire are (a) to make the teacher more aware of the diverse aspects of this child's development, (b) to serve as a basis for planning of individual work sessions, (c) to aid the teacher in communicating with others about the child's development, and (d) to increase the teacher's overall awareness of the many dimensions of any child's development.

See *Teacher's Guide to Child Repertoire Assessment Record.*

Alternative Strategies:

Begin with a presentation to the group of the *Child Repertoire Assessment Record.*

OR

Reserve discussion of the purposes of the record until after the presentation and discussion of the *Teacher's Guide*. At this point, the group might well deduce some of the purposes.

The trainer will distribute copies of the record and will use the *Teacher's Guide* explanatory material and examples to describe the purposes of each section and the meaning of the terms.

The trainer will project transparencies prepared of the *Teacher's Guide* as she talks through the pages and will periodically also project additional sample pages from two or three records of different Syracuse children.

The trainer will cite samples of behavior and each trainee will try to determine where in the record, if at all, such an item might be appropriately recorded.

3.3.3 Preparation for Individualized Teaching and Special Children

Objectives: The trainee will:

be able to cite purposes for the individual sessions
be able to cite many possible materials for use in the individual sessions
be able to cite, for several of the above materials, the possible diagnostic value or learning which might be derived
be able to record their individual sessions on the provided forms

Content:

See document *A Time All His Own: The Individual Session of the Responsive Care Program.*

Alternative Strategies:

The trainer will distribute *A Time All His Own: The Individual Session of the Responsive Care Program* and provide time for each teacher to examine its contents. This examination will be followed by as much questioning and discussion as the group wishes to have.

The variety of materials available to the local center suitable for individual work will be identified and for one or two of these materials the trainer will describe in some detail (a) how the material was probably intended to be used by its producer, (b) how various children might use the material in individual session, (c) what some of the possibilities are for both formal and responsive instruction, and (d) diagnostic observations that might be done for the *Child Repertoire Assessment Record.*

The group will be divided into sub-groups to further examine selected materials and to address the above four questions. Some sharing of each group's conclusions will be done at the end of the session.

Notebook Insertion:

Record form for Individual Work

3.4 Preparation for Invitational Activities

Objectives: The trainees will be able to:

suggest several different kinds of activities that can be arranged as invitational events

Objectives (continued)

name several invitational events they might personally conduct
cite the procedure the group has decided they will follow for initiating, conducting, and concluding invitational activities
list alternative ways of handling specific situations that may arise during an invitational event, i.e., disruptive behavior, general disinterest, unexpected delays, etc.

Content:

Invitational events may include such activities as

Story activities--story reading, story telling with flannel board; listening to story records; related dramatization
Music activities--singing; movement with and without props, i.e., tubes, scarves, shifting colored lights; marching and parade activities; singing games; rhythm instruments
Media presentations--film strips; slide showings; video tape viewing (tapes of selves); photographs and pictures
Dramatic activities--puppet shows; dramatic movement; talent shows; plays (presented by staff)
Special art activities
Special visits--firemen, etc.
Science experiences and experiments.
Games--color or alphabet Bingo; Lotto, etc.
Races and traffic flow activities
Dictation of group stories, picture captions, etc. (adult recording children's expression)

Procedures must be established for initiating, conducting, concluding invitational activities which are in keeping with the local setting. Provisions must be made for informing invited children of the event; for collecting those interested and guiding them to the planned location with minimal disruption to other activities; for allowing those who initially accept invitations but later change their minds to leave without disruption; for preventing those who decide late to join the event from interrupting the ongoing activity.

The most favorable location for various kinds of invitational activities must be determined. It is important to consider the elimination of non-relevant distractions, ease of access, ease of management, safety.

The ground rules implicit in the planning of procedures must be extrapolated and stated as they will be communicated to children.

Each teacher already has an initial repertoire of possible invitational events. These should be identified.

Alternative Strategies:

Show slides of range of Syracuse invitational events and use them as the basis for beginning to generate a list of possible invitational events.

OR

Distribute prepared list of possible invitational events. Discuss and clarify.

The director or trainer will suggest procedures to be discussed or modified as necessary.

OR

Sub-groups will meet and formulate procedures for each of the aspects of invitational events, i.e., how to collect children interested, etc. The director or trainer will make initial suggestions of locations for various kinds of invitational events, giving the rationale for each suggestion. These will be discussed and expanded or modified as deemed desirable.

The trainer will guide the group in abstracting from their procedures the implicit ground rules for children and will record these in the form in which they will be communicated to children.

Each teacher will be asked to list for their notebooks the kind of invitational events they can currently offer (a) on an impromptu basis, and (b) with some time for advance preparation. The group will then discuss what kind of arrangements would make it easy for them to make full use of their current repertoire and be helpful to them in extending their repertoire. The future availability of in-service training packets will be discussed.

The in-service packet on *Working with Children in a Group* will be mentioned as a future resource available for those who feel a need to improve their skills in group management.

Notebook Insertion:

Ground rules for invitational activities
Procedures for invitational activities
Summary sheet on invitational activities

3.5 Adult Ground Rules and Decision-Making Processes

Objectives: The trainees will:

be able to cite adult ground rules
be able to cite procedures for decision making

Content:

See paper on *Description of Staff Responsibilities and Decision-Making Procedures in the Responsive Care Program.*

Strategy:

Copies of the adult ground rules will be distributed, presented, and clarified by the director.

The trainer will describe suggested decision-making procedures followed by discussion and modifications as deemed in keeping with the model requirements.

Notebook Insertion"

List of adult ground rules
Summary sheet on Decision-Making Procedures

4.1 Work Sessions

Work sessions may include such activities as gaining familiarity with children's books and with children's manipulative materials or games; gaining skill in preparation of routinely offered art media such as salt clay, easel paints; gaining familiarity with outdoor nature possibilities; preliminary investigations of field trip possibilities; exploring ideas for use of work bench; surveying community for free and inexpensive materials; preparation of dressup and other classroom materials; etc.

For most of the topics written, guides suggesting alternative ways of initiating activities will be provided. For other topics no guides will be necessary. Some teachers may simply engage in needed work projects. Some types of preparation of materials will have been discussed in earlier sessions. Each individual teacher will make his own decision about the kind of activity in which he will engage unless there are very critical areas of need for readying the program setting which must take precedence over individual choices. At the end of the session the entire group will meet together to discuss the high points of their efforts and to show or describe any products that have resulted.

4.2 Teacher's Repertoire for Providing for Children's Activity and Learning

The intent of this session is to appraise the need for further inservice training activities and to allow the trainee to indicate the areas in which he himself would most like to improve. The activities are also intended to set the stage for continuous staff development through peer support and instruction.

Teacher's Repertoire, etc. (continued)

The trainees will respond to written inventories for a portion of this session.

The remainder of the session will be devoted to peer instruction scheduled according to data obtained on the first day about areas of expertise and interest and from observations made by the trainer and director of areas of strength demonstrated during the training period.

Inservice Training

Inservice training will consist of two types of instruction--(a) responsive instruction by Responsive Care personnel during each of their visits, and (b) training packets to be made available for use by individual teachers or pairs of teachers during special times when they are relieved of their responsibilities to allow training involvement.

The training packet consists of the following: (a) a preassessment to help the user take stock of his existent repertoire in the area, (b) a list of activities suggested as helpful in increasing repertoire/skill, and (c) a post assessment to help in the appraisal of what was gained from the activity. These three will be produced on notebook paper which can be inserted in the training notebook.

For some of the packets a collection of reference materials will be provided. Others require only experimentation, observation, interviewing, brainstorming and reading materials will thus not be supplied.

The packets which we anticipate producing initially are on the following kinds of topics: Providing Field Trips, Providing Singing Activities, Providing Movement Activities, Working With Children in a Group, Promoting Inquiry.

As the specific needs of the teachers at the replication site are known, other appropriate packets will be developed. All of these will be considered as pilots in the 1973-74 year and will be under continuous revision. We anticipate that the directors and staffs in the replication centers can contribute substantially to their revision.

Examples of several inservice packets of the type described above are presented in Appendix L.

SECTION VII

PROGRAM COST FACTORS

Equipment and Supplies

Appendix A contains a list of equipment and materials available at the SUECEC during their 1972-1973 year of operation. It is an extensive list including basic furnishings. In order to estimate what the actual cost of equipment and materials would be for a specific center, inspect this list and eliminate items that are already present and would not need to be purchased.

The chart on the following pages represent a breakdown of expenditures that would be required for installing the Responsive Care Program in a site that has no equipment. The figures are based upon those presented in the materials list (Appendix A).

Training

Prior to a training period for teachers, there should be an intensive one week work/training session for the director and program coordinator. These two would then share the responsibility for the teacher training.

Preservice training for teachers takes place over a two-week time period and involves approximately ten half-day sessions. Costs involved include the regular salaries of the teachers involved. In addition, one to

A BREAKDOWN OF EXPENDITURES REQUIRED TO INSTALL THE RESPONSIVE CARE PROGRAM IN A SITE THAT HAS NO EQUIPMENT

Program Areas		CONSUMABLE SUPPLIES AND MATERIALS		CAPITAL EXPENDITURES	
		① Exp.: Annual	② Exp.: 2-5 yrs.	Ⓐ ≤ 50.00	Ⓑ > 50.00
Active Area	Basic Furnishings				609.00
	Large Block Area		15.65	302.70	301.50
	Small Block Area		59.25	62.10	229.00
Expressive Area	Basic Furnishings				384.45
	Water and Sand Play Center	16.00	51.80		59.00
	Housekeeping and Dramatic Play Center		67.70	200.65	
	Woodworking Center	8.55	34.84	63.00	
	Creative Art Center	673.50	74.29	44.00	
Task Area	Basic Furnishings			27.30	765.50
	Instructional Materials	33.90	57.09	427.43	382.00
	Children's Books				700.00
	Science Equipment		41.83	110.35	
Invitational Events	Music Activities		6.00	20.00	160.00
	Dramatic Activities			43.00	
One-to-one Instruction	Basic Furnishings			51.20	75.00
	Instructional Materials		91.90	23.45	175.00
Outdoor Play	Equipment		38.00	98.50	653.00
TOTALS		$ 731.95	$ 538.35	$ 1,473.78	$ 4,493.45

Program Areas		Consumable Supplies and Materials		Capital Expenditures	
		① Exp.: Annual	② Exp.: 2-5 yrs	③ ≤ 50.00	④ > 50.00
Other Items To Consider	Lockers for Children				629.55
	Sleeping Mats				182.25
	Language Master + 200 cards				268.00
	IBM Electric Typewriter for Children				385.00
	Miscellaneous (See p.22 Materials List)	45.00	40.00	54.00	
TOTALS		$ 776.95	$ 578.35	$ 1,527.78	$ 5,958.25

two additional half-time personnel might be required to supervise the children during these training sessions.

For a new center, the preservice training period takes place two weeks prior to the start of full center operation. The major cost would be the salaries for this time period.

Continued training will be conducted during the year using Syracuse-produced materials. If the program is full-day care, an additional half-time person should be employed for the express purpose of relieving other teachers of regular duties to enable them to engage in individualized training activities. If at all possible, this arrangement should be provided throughout the initial year. It is mandatory for the first six months.

To summarize the above specifications, the costs of training will essentially be the salaries of the staff for a three week period prior to full program operation and the cost of a half-time "relief" teacher thereafter.

Salaries

Salary figures will vary from one center to another based upon the nature of the staff and supportive services required.

APPENDICES

APPENDIX A

THE RESPONSIVE CARE MODEL: ASSUMPTIONS, OBJECTIVES, AND CRITERIA FOR IMPLEMENTATION[1]

[1]This document is a brochure given to administrators to explain in general terms the nature of the program.

THE RESPONSIVE CARE MODEL: ASSUMPTIONS, OBJECTIVES, AND CRITERIA FOR IMPLEMENTATION

What are the assumptions underlying the Responsive Care Model?

Children will learn much and develop a wide variety of competencies when

- their basic physical needs are met
- they are provided with a rich environment wherein there are multiple possibilities for satisfying involvement
- they experience few restrictions on when they may obtain and use materials
- they are free to determine the nature of their involvement
- they have frequent interactions with adults who help them crystallize and extend what is being experienced through comments, questions, suggestions, or demonstrations with materials.

What are the objectives of the Responsive Care Program?

The Responsive Care Program has as its major goal the development in each child of a broadened behavioral repertoire and the enhancement of repertoire for behaving in multiple ways in multiple settings. Since there is insufficient available knowledge to indicate a specific set of behavior all children must have in order to succeed in their schools and neighborhoods, the program has rejected the notion of providing a limited set of behavioral objectives. Instead, the program advocates a rich environment for a variety of learning outcomes and procedures to help children take advantage of the environment to learn many things and develop many skills.

What teaching methods are appropriate to a Responsive Care Program?

A crucial element of the program is the use of responsive teaching methods. The most effective responsive teaching is typically done when the child becomes thoroughly immersed in something he really wants to do. In this context, the adult must sensitively recognize the intent of the child's activity and respond accordingly to extending the child's experiences through comment, suggestion, explanation, or material manipulation.

What types of children can be accommodated in a Responsive Care Program?

The program can be most effectively conducted when there is a mix of ages (three through six) and a mix of socioeconomic levels. The mixed age group enables continuity of program experience for children for longer than one year and provides each child with the changing experience of being first, the youngest in a group and, ultimately the oldest. After the initial year of operation older children easily "orient" entering younger children to the program operation.

Although there are important benefits to children toward the development of extended behavioral repertoires from a broad mix of ages and socioeconomic levels, the program is currently in use with success at Syracuse with a group of children who are three years old and of low income backgrounds.

What are the facilities requirements related to the implementation of a Responsive Care Program?

The building space to be used should provide

- a large area for active, large-muscle play
- an expressive area for creative and dramatic activity
- a task area for quiet sedentary work
- space which can be used for group invitational events such as story, music, and dramatic happenings
- an area for individual instructional sessions arranged in such a manner that there is little likelihood of interruptions.

There are many ways such space could be obtained. In a school setting, for example, two classrooms with middle partitions could provide most or all of the above-mentioned areas.

It will also be necessary to have space for the supportive functions of administrative and secretarial duties, cooking (if the program is providing day care and food is not to be catered) and serving of snacks and lunches, and some isolation space for ill children.

The adherence to specifications from appropriate state and federal guidelines for day care or early education centers are assumed.

What teacher-child ratio is appropriate to a Responsive Care Program?

The Responsive Care Program is designed to accommodate groups of 35 to 45 children per unit, each group of which requires at the minimum a staff that can fill six full-time teaching positions. The ages of the children, of course, need be considered in determining the ratio. The program is suitable for three- through six-year-olds, and the recommended teacher-child ratio assumes relatively equal proportions at each age level. If, however, the program is to accommodate a preponderance of three-year-olds, a 1 to 5 ratio is more desirable, especially if the children have no prior program experience.

What are the criteria relevant to recruitment and selection of a teaching staff?

The teaching staff, as a group, should have diverse and complementary backgrounds in terms of education, sex, race, experience, interests, and competencies. In addition, it is desirable that individual staff members have a respect for children and an appreciation of a child's natural inclination to try, do, and learn.

Individuals trained by the program to be teachers in this program need not all be college graduates or certified teachers. In fact, up to one-half of the teachers may be paraprofessionals. Some teachers may even be high school students if they are trained and if their schedules permit. In the actual conduct of the program differentiation of roles is not based on prior education.

What are the administrative requirements of a Responsive Care Program?

When used as a day care program, the Responsive Care Program requires a program director and program coordinator (lead teacher), whose role is that of teacher with certain additional responsibilities. If the program is half-day these positions may be half-time, or one full-time person could serve both roles. If the program has a full-day schedule, it is recommended that there be a full-time director and one full-time program coordinator or two half-time program coordinators (morning and afternoon). The director in these instances should also assume a major responsibility for the staff training as well as other administrative duties.

Other state and federal guidelines requiring social workers and health care personnel must, of course, be considered in planning for the administrative staffing.

When used in a school building, certain of the director's responsibilities would be assumed by the building principal, whereas others would be assumed by the coordinator.

What are the major costs involved in the implementation of a Responsive Care Program?

1. Staffing costs

As in most school and day care programs, the hiring of staff is usually the main cost. In this program the staff would include the following full-time positions:

One director when the program is used in a day care center.

A minimum of six teachers, at least two of whom should have had previous professional training. One of the professionally trained teachers would serve as program coordinator (lead teacher) and would need extra compensation for the additional responsibilities.

Full-time teaching positions may either be filled with a full-time staff or with a combination of full-time and half-time teachers.

2. Training costs

Prior to a training period for teachers there should be an intensive one-week work and training session for the director and program coordinator(s). These persons would then share the responsibility for the teacher training. Local expenditure for this training would be restricted to travel and per diem costs for the people being trained.

For two weeks prior to the start of center operation all teachers should be involved in training activities at the local site, the major cost of which would be the salaries for this time period. During the week that follows the second week of training, children will be scheduled for attendance at the center on a staggered basis.

Continued training will be conducted during the year by the program director or coordinator using Syracuse-produced materials. If the program is full-day care, an additional half-time person should be employed or volunteers should be recruited for the express purpose of relieving other teachers of regular duties to enable them to engage in individualized training activities. If at all possible, this arrangement should be provided throughout the initial year. It is mandatory for the first six months.

3. Supplies costs for a new center that has no equipment

For the initial "start up" year of operation for 45 children in the Responsive Care Program all necessary equipment and materials expenditure will require minimally $150 per child and maximally $200 per child. This figure covers most basic equipment (tables, chairs, cupboards) and

expendable materials (art supplies) but does not include food and laundry costs, office or kitchen equipment. The cost of teacher manuals, inservice training materials, and record keeping systems developed by CEMREL and Syracuse should be less than $100 per classroom.

The full listing of items included may be examined in the Lists of Equipment and Materials for the Responsive Care Program.

APPENDIX B

A LIST OF EQUIPMENT AND MATERIALS FOR RESPONSIVE CARE PROGRAMS

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LIST OF EQUIPMENT AND MATERIALS FOR

RESPONSIVE CARE PROGRAMS

(As planned for 35 to 45 three- through six-year-olds,
for a period of one year.)

The following list of equipment and supplies was compiled on the basis of the items in use at the Syracuse University Early Childhood Education Center during the 1972-1973 program year.

I. Active Area

A. Basic furnishings

wall-to-wall carpeting
3 large storage shelves--both open and closed shelving

B. Basic equipment and games

1. Tumbling, climbing, and large block area

			Cost
1 climbing rope, knotted "Upswing Climber"	#CP514	Cre P	7.95
1 basketball hoop, small			4.00
1 set of foam rubber balls--large, medium, small			1.00
1 derrick	#T50	Com P	22.50
1 set of cardboard blocks "Play Care Blocks"	#P494/co295	Cre P	9.95
1 set of hollow wooden blocks "Nursery Set Hollow Blocks"	#B75	Com P	158.00
1 rocking boat	#V45	Com P	32.00
1 jungle gym "Variplay house with gym"	#V80	Com P	88.50
2 6' sliding boards	#R106	Com P	13.50
1 barrel	#M57	Com P	27.50
1 barrel rack	#M57	Com P	16.00
2 8' jump ropes (clothes line rope)			.70
1 wheel-barrow, child sized	#C150	Com P	16.75
1 multi-use set of wheels, frame, and seat "Swedish Variplay Set"	#V55	Com P	36.50
1 unbreakable metal mirror with wooden stand-up frame	#2D-260	ChCr	16.00
1 steering wheel toy		NOVO	8.50
1 4' x 6' tumbling gym mat			50.00
1 4' x 8' 3-way overhead climber	#139	NOVO	55.00
1 wooden workhorse (saw horse)		Cre P	22.50
1 balance bar set	#108-M-07	REC	19.00

2. Small block area

2 block storage shelves 47" x 36" x 11½" (deep)		Com P	54.50
1 set unit building blocks "Half School Set"	#6452	Com P	120.00

			Cost
Doll house furniture			
Living Room	#FD 353	Cre P	5.95
Dining Room	#FD 355	Cre P	5.95
Kitchen	#FD 352	Cre P	5.95
Bedroom	#FD 354	Cre P	4.95
Bathroom	#FD 357	Cre P	3.95
1 pliable rubber people (family)	#2D245	ChCr	9.00
1 doll family (scaled to doll furniture)			5.40
1 wooden train			6 00
2 sets large rubber animals			
farm animals	#2B272	ChCr	11.95
zoo animals	#2B168	ChCr	11.95
	#2B169	ChCr	7.50
2 sets small rubber animals			
farm animals	#2100	NOVO	3.50
zoo animals	#1300	NOVO	7.95
1 elevator pulley	#6905	Bar	19.35
5 small rubber cars, 3 trucks, bus, fire engine			.40
1 2-pump gas station		Com P	4.15
3 sets clip-on wheels and block	#B425	Cre P	1.95

II. Expressive Area

A. Basic furnishings

tile, linoleum, or other hard surface floor covering			
sink (with running water)			
closed storage (for adult use only)			
2 rectangular tables (to seat approximately 10 children)			52.50
1 hexagonal or round table			56.95
12 chairs		NOVO	7.75
1 shelving unit (for children's use) "shelving cast"	#A41	Com P	54.50

B. Desirable equipment and materials

1. Water and sand play center

water/sand table with top	#A64	Com P	59.00
6 100 lb. bags of sand (coarse and fine)			2.00
5 rubber dish pans			1.00
assortment of see-through containers (plastic bottles, etc.)			
flexible plastic tubing--6" to 24" lengths of varying diameter			3.00

			Cost
10 plastic funnels of varying sizes from 35mm to 160 mm		Camb	10.00
10 plastic syringes varying in size from 20 cc to 50 cc		SEE	5.00
2 sieves			.70
1 doz. medicine droppers	#KPST12	SEE	.50/doz.
rigid plastic tubing pieces of 3" to 12" of varying diameter			3.00
rubber stoppers fit to tubing			.50
2 turkey basters (plastic)			.70
sand pails and scoop sets			1.00
1 set of small plastic toy animals, people, cars and trucks, boats			3.00
5 pkgs. of food coloring			.50
2 hand egg beaters			2.00
10 plastic smocks	#185-05	Carol	1.50
sponge set--assorted sizes and varying density			2.00

metal cans of various sizes with holes punched in bottom or at various heights along the side

"scroungables" such as:
medicine droppers; old teapots, unbreakable cups and containers; a box of objects suitable for sinking and floating activities--twigs, odd pieces of wood, nails, various lengths of sticks, pieces of cork, spools, stones, pods, leaves, rubber pieces, styrofoam, pieces of paper, marbles, fir cones, bottle tops, shells, pencils, fishing weights, etc.; jam jars for musical scale; jam jars for evaporation experi-experiments--ice cube trays, muffin tims, cake pans, shovels, spoons, pails, scoops, flour sifter, net material; paper cups, string, rubber balls; materials children might want to use for making impressions in sand, as: stones, bricks, small rakes, toothpicks, paper clips, blocks, etc., (many materials with different shapes, sizes, and textures); rice, dirt, sawdust, cracked corn, woodshavings in place of sand

2. Housekeeping and dramatic play center

1 small table		Com P	22.50
1 rocker		Com P	8.50
4 chairs		NOVO	7.75

			Cost
2 doll beds		NOVO	11.95
1 doll carriage (wooden)	#DB101	NOVO	17.95
1 stove	#2H-235	ChCr	29.95
1 refrigerator	#2H-236	ChCr	31.95
1 dresser		NOVO	18.95
1 stand-up metal mirror	#2D260	ChCr	15.95
1 Raggedy Ann		NOVO	3.50
1 Raggedy Andy		NOVO	3.50
4 rubber dolls (black, white, boy, girl)		NOVO	1.95
1 set of 6 felt animal puppets	#F.P.600	Cons P	7.50
1 set of 5 white rubber hand puppets--family	#7D145	ChCr	14.50
1 set of 5 black rubber hand puppets--family	#7D146	ChCr	14.50
1 child-size bed (approximately 2' x 4')			
1 toy teakettle			1.00
4 toy serving spoons			1.00
1 toy ladle			.65
1 large toy kettle			1.00
1 set of toy plastic dishes		NOVO	4.00
1 set of toy cooking pots	#172	NOVO	6.75
2 toy telephones		NOVO	1.00
doll clothes and doll blankets			
"scoungables" such as: pants, shirts, blouses, ladies' shoes, slippers, men's shoes, shawls, coats, scarves, capes, fans, gloves, handbacks, wallets, aprons, white coats for doctors, nurses, bakers, hand mirrors, compacts, broom, dust pan, sponge mop, table cloths, pillows, stuffed toys			

3. Woodworking center

1 work bench and vise	#H10	Com P	46.50
1 tool chest with lock	#H65	Com P	16.50
1 wooden sturdy box, 2' x 2' x 3' (home made)			
1 clamp			1.00
1 regular metal hammer			4.75
1 small metal hammer			4.75
1 large rubber hammer			4.19
1 screwdriver			.95
1 regular saw			6.50
1 small hack say			5.00
1 hand drill			6.50
bits for hand drill			1.20
1 pkg. snadpaper			.55

		Cost
nails screws, washers, nuts and bolts, hinges		5.00
scrap wood pieces		
doweling--various lengths		3.00
"scroungables" such as: boxes of all kinds--egg cartons, milk cartons, cookie trays, meat trays, vegetable containers, etc.; wallpaper, swatches of rug,and drapery materials, tiles, linoleum, cardboard tubing, scrap pipe, wheels, gears from clocks, radios, fans, irons (with cords cut off), hinges, knobs, etc.; nuts, bolts, washers, screws, old wheels; cloth--various textures, colors; yarn, ribbon, rick-rack, fringing, lace, etc.; buttons, beads, sequins, snaps, zippers; styrofoam pieces		

4. Creative art center

a. Non-expendable

2 easels--adustable metal	Ideal	22.00
15 large paint brushes		12.50/doz.
15 medium paint brushes		10.00/doz.
10 short thin brushes		6.70/doz.
7 short wide brushes		10.00/doz.
1 doz. clay boards		3.00/doz.
1 covered crock for clay		9.45
7 brayer rollers		1.00
1 doz. brushes for glue application (short stiff bristles)		1.25/doz.
18 small scissors--6 left-handed		3.20
12 right-handed		2.95
2 pairs large scissors (teacher use)		1.55
1 stapler		5.45
4 boxes of staples		.75
2 muffin tins		.69
clothesline and snpa clothespins for drying art work		1.50
10 plastic containers (tumblers) for easel paint		.20
5 sponges		1.00
2 sponges for sponge painting (to be cut up and attached to clothespin)		.35
5 tablespoons		.39
4 unbreakable salt shakers		.50
1 pkg. of yarn darners needles (large)		.25
1 yard stick		.50
6 pkgs. of muffin paper		.20
1 punch		.50
2 rulers		.10

b. Expendable. The following quantities of art expendables were based on the approximately yearly usage at the Syracuse center. Amounts needed will vary from program to program with some centers emphasizing more frequent creative exploration with foil, cellophane paper, Q-tips, etc. and less with some other items. It would be expected, however, that any responsive care center would need a rather large supply of easel paint as the paint center is to be constantly available. This would be in contrast to other kinds of programs where availability of easel might be limited to certain hours each day.

	Cost
5 pkgs. ½ oz. paper cups	
5 pkgs. 1 oz. paper cups	
5 pkgs. 2 oz. paper cups	
5 pkgs. 4 oz. flat-bottomed paper cups	
60 lbs. flour	9.00
40 lbs. salt	6.00
1 pkg. thumb tacks	.50
2 pkgs. Q-tips	1.00
50 lbs. ceramic clay (type use in firing)	5.00/20 lbs.
25 lbs. self-hardening clay	5.00
50 pkgs. (100 sheets/pkg.) 12" x 18" sheets colored construction paper	1.40
1 pkg., 48" x 25', corrugated paper	7.05
1 pkg. (12 sheets) crepe paper	3.50
20 reams, 18" x 24", newsprint	3.00
4 reams, 12" x 18", manila paper	3.10
200 sheets, 16" x 22", finger paint paper	5.15/100
13 pkgs. (100 sheets) notebook paper	.45
20 reams, 9" x 12", newsprint	.75
5 pkgs. multi-colored tissue paper	2.00
2 reams, 12" x 18", primary story and picture paper (½" and 1" alternate ruling)	2.40
2 reams, 18" x 24", primary story paper	9.45
20 sets of jumbo crayons (8 caryons/set)	.45
3 large boxes regular crayons	4.60
6 doz. jumbo black crayons	2.00
143 cans tempera paints-- 20 each of white, red, blue, yellow, orange, green; 10 each of black; 5 each of magenta; 2 each of violet and peach; 3 each of copper, silver, gold	1.00
3 rolls of aluminum foil	.70
10 small skeins of yarn--various colors	5.00
several balls of twine	1.00

		Cost
10 rolls cellophane, 20" x 150" (red, pink, tango, amber, clear, dark blue, etc.)		.45
2 sets of assorted color chalk Binney and Smith small sticks	Hammett	3.96
2 sets of "Magic Markers" Sanford Deluxe Magic Markers-- 8 colors	Hammett	5.38
5 qts. finger paint (red, yellow, blue, green, white)		2.05
4 pkgs. (100) pipe cleaners		
26" length		.50
2-12" length		.80
6 8 oz. brush cap bottles of rubber cement		3.50
3 lbs. Plasticene		.75
15 lbs. Shreddi-mix		16.25
5 boxes of beans (various kinds)		1.00
10 gins. school paste		2.95
2 large rolls of brown wrapping paper		1.75
1 large roll dispenser	AmS	8.90
15 rolls masking tape, 3/4"		.85
1 gross children's primary pencils		12.00
4 doz. ballpoint pens (for teacher use)		2.15
1 gross pencils		9.35
5 rolls 3/4" mending tape		1.21
6 gins. "Elmer's glue"		6.00
5 5 lb. pkgs. plaster of Paris		1.10
1 pkg. (12 sticks) compressed charcoal		1.10
2 pkgs. cotton balls		.75
2 large boxes rolled cotton		1.00
5 2 lb. boxes Ivory soap flakes		5.00
4 pudding mix		2.00
8 pkgs. glitter (gold, silver, red, green)		.29
2 boxes (1,000 sticks) Popsicle sticks		
2 boxes (1,000 sticks) tongue depressors		1.20

NOTE: Additional expenditures for miscellaneous items should be anticipated across the year for some expendable art supplies which are unique to a particular activity and, therefore, seldom used, and not listed here.

"scroungable" odds and ends for creating, such as: wallpaper books, magazines, yarn, string, ribbon, lace, thread, rick-rack, old zippers, buttons, sequins, straws, tinfoil strips, stones, shells, bottle caps, cloth scraps, wood chips, feathers, saw dust, sand, macaroni, rice, excelsior, packing paper, beads, foam rubber, packing scraps, cork, scrap rubber, empty food boxes and cans, seaweed,

leaves, pine cones pine needles, seeds, wire scraps, soil, thread spools, jar tops, cardboard tubing, old hair curlers (for painting), corrugated cardboard, empty show boxes and packing boxes, rubberbands, paper clips, toothpicks, egg cartons, tiles, wood shavings, noodles, beans, corn husks, pits (peach, etc.), dried weeds, shoe laces, nuts/acorns/hickory nuts, confetti, egg shells, burlap scraps, felt scraps, paper bags, toilet paper, milk bottle cartons and caps, cancelled stamps, envelope linings, feathers, fur, cotton scraps, netting scraps, onion sacking, gears from clocks, radios, etc.

III. Task Area

			Cost
A. Basic furnishings			
wall-to-wall carpeting or sizeable area rugs			
4 small tables (seating 2-3)			
1 round			53.50
3 20" x 30"			22.50
10 chairs		NOVO	7.75
2 storage units (teacher use)			
3 multi-storage units	#A30	Com P	105.00
1 large chalkboard, 3' x 6'			27.30
B. Desirable equipment and materials			
1 tape recorder (child use)			130.00
15 tapes			1.00
1 record player			67.00
1 listening center with head phones			57.00
1 Language Master			250.00
2 pkgs. (100/pkg.) Language Master cards			9.00
20 sturdy plastic bins for storage of games and manipulative materials		Cre P	3.50
1 set interlocking Unifix Cubes	#102-U-08	REC	4.00
1 set Unifix 1-10 Value boats	#107-U-08	REC	2.50
1 Number-ite		Judy Co.	3.95
1 Match mates	#M-125	Cre P	3.50
1 Peg numerals	#128-P-07	REC	6.00
1 set pets to fit "Peg Numeral Set"	#131-P-07	REC	1.00
1 Number sorter	#N120/C0281	Com P	3.95
2 small abacus	#INV366	SEE	2.25
1 set poker chips			1.50

			Cost
1 deck playing cards			.50
1 counting stairway	#6927	AmS	6.50
1 jumbo counting rod	#6926	AmS	6.50
2 sets Cuisenaire rods (supplemental box)	#20030	Cuis	6.95
1 aluminum geometric insert sets (also used as templates)	#67	NOVO	12.95
1 form board	#N100/C0282	Cre P	4.95
1 set color forms			3.95
1 Pleidoblocs G	#121-G-10	REC	20.00
1 clock--plastic (for child manipulation)			4.95
1 math weight scale	#2X168	ChCr	9.95
1 math balance scale (First "Balance")	#ESA004	SEE	12.50
1 set graduated weights	#ESA 025	SEE	6.25
1 trundle wheel	#155-T-09	REC	6.00
2 wooden geoboards (6 pin x 6 pin)	#INV118	SEE	1.20
2 wooden geoboards (9 pin x 9 pin)	#INV120	SEE	1.85
1 5" circle geoboard	#INV123	SEE	1.00
4 pkgs. colored rubberbands			.35
2 sets Montessori knobbed graduated cylinders--width variation/ height variation			
1 roll ticker tap (for measuring activities			1.50
2 rolls adding machine tape			1.00
3 sets SVE picture collection		SVE	8.00
1 alphabet foarm board--tactile block set-- includes letter block capitals, letter block lower case, numeral blocks, and tactile letter block board	#2L435	ChCr	58.00
1 set tactile letters and numbers		AmS	
upper case			3.95
lower case			3.95
numerals			1.95
1 metal board	#2L220	ChCr	3.00
1 set upper case magnetic letters		Inst	3.95
1 set lower case magnetic letters		Inst	4.95
1 set objects		Inst	4.95
1 flannel board			3.75
1 set flannel board cut-outs		Inst	2.00
1 set flannel board upper case letters		Inst	3.95
1 set flannel board lower case letters		Inst	3.95
1 set flannel board numerals		MB	2.50
1 set falnnel board matching opposites		MB	2.50
1 set Alphabet Bingo	#T-103		3.95
1 set Beginning Sounds Boxes		HM	
1 set Beginning Sounds Objects		HM	

			Cost
Language Lotto Kit		A-C-C	48.50
4 sets of Lotto (i.e., wood Lotto from Cre P; object Lotto, go-together Lotto, wild animals about us Lotto, and zoo Lotto from CC; color, shape, size, house, city, etc. from other suppliers)			3.95
1 set perception plaques	#A389/C0430	Cre P	3.95
1 Colora/color card game	#R624/C0571	Cre P	2.50
1 Picture dominoes	#E611/C0370	Cre P	3.95
1 What Goes With What? picture dominoes	#2G202	ChCr	1.50
1 set Sequence pictures for pegboard	#2713	Ideal	1.35
1 set Objects that rhyme	#2692	Ideal	2.65
1 set Judy Matchettes		Judy	6.50
4 Sequence puzzles		Judy	1.25
1 set Playskool match ups "People and Their Jobs"	#7002	Stone	4.75
1 set Playskool color design cubes	#302	PlSk	2.00
1 set Parquetry blocks	#700	NOVO	.50
1 set Sesame Street foam puzzles	#B-2199000	DBI	4.20
1 set Fit-a-Space foam puzzles	#57	Stone	5.00
1 set Jumbo beads colors and shapes game	#596	PlSk	6.00
1 set wooden beads to string (3/4" round)		NOVO	2.50
4 doz. 3-ring looseleaf notebooks (1/child)			7.00
3 clipboards			.55
8 pkgs. onion skin paper			2.00
1 doz. wooden puzzles (12-20 pieces) on a variety of topics		Judy	22.75/doz.
8 other types of puzzles (round, cardboard, see-through, Simplex difference, perception, etc.)			
1 Hichety Pickety game	#591	Ams	2.00
1 Chutes and Ladders game			2.25
1 Winnie the Pooh game			2.70
1 Candyland game	#4700	MB	2.50
1 set large checkers	#4143		.45
1 large checkerboard	#4125		1.40
1 set "Kinder Dominoes" giant wooden dominoes	#W149	SIFO	7.50
1 Turn-a-Gear		CGu	.98
1 Lego School Set	#B-2324200	DBI	7.80
1 set "Blockcraft"	#2M306	ChCr	6.00

			Cost
1 Miniature Toys/Small Village	#B103/C0385	Cre P	5.95
1 "Etch-a-Sketch"			3.99
1 "Sew-so" sewing picture board	#T226/C0421	Cre P	4.95
1 set Play Chips in Fit-in plastic rack (round, square, triangle, hexagon shapes)	#120	NOVO	4.75
4 Pegboards	#3681	Ideal	.90
1 set pegs for pegboard	#3690	Ideal	1.25
1 "Rain-bow Bag-O-Blocks:	#W143	ISFO	4.50
1 small set of "Tinker Toys" (60 pieces)			
1 "Multiway Rollway"	#T011/C0645	Cre P	7.95
1 "Playplax" set--clear plastic builders	#A037/C0411	Cre P	8.95
1 box miniature toys	#165-T-01	REC	3.50
200 children's books including easy-to-reads, such as: Haper "I Can Read" books, Randon House "Beginner Books" selections, preprimers and primer level books from Scott Foresman, Ginn, etc.			

C. Hand-produced and "Scrounged" Items

picture collection on variety of topics
1 large cushioned chair
several pillows or cushions (for book area)
bean bag chair
sorting board (cardboard or plywood sheet marked in squares)
a box of odds and ends for classification tasks--buttons, stones, shells, household items, leaves, macaroni, beans, pine cones, etc.
box of loose ribbons, strings, yarn of varying length (for measuring and classifying)
units of linear measurement (1 ft. length painted yellow, 2 ft. length painted blue, etc.)
configuration cards (number sets of dots in differing colors for matching)
templates of basic forms from masonite material

IV. Science Equipment and Materials (may be introduced in any area/most appropriate in task or expressive area)

1 large 2' x 18" x 22" cage			15.00
1 aquarium, cover, heater, filter, gravel, plants, etc.			25.00
1 turtle bowl			1.50
1 microscope "Standard SEE Scope"	#SEE502	SEE	5.75
2 small horseshoe magnets	#2P318	ChCr	1.95
1 giant magnet	#2P312	ChCr	2.95

			Cost
2 bar magnets	#2P310	ChCr	2.60
1 doz. ceramic magnets	#2P307	ChCr	1.95/doz.
2 cylindrical magnets	#60,130	Edm	1.50
1 basic electricity kit	#2P-352	ChCr	15.00
1 globe (12")	#562-108	W-C	12.50
1 Kaleidoscope	#2P-144	ChCr	.98
1 "Magnifier"	#534/C0490	Cre P	9.95
2 "Big and Small Lookers"	#S050-C0590	Cre P	8.95
1 outside thermometer	#SEET00	SEE	.60
1 set transparent color paddles (red, yellow, blue)	#INV353	SEE	1.00
1 prism	#2P-140	ChCr	2.50
1 single pulley	#2-5200	LaP	.90
1 double pulley	#2-5210	LaP	1.20
1 triple pulley	#2-5220	LaP	1.55
25 yds. linen pulley cord	#43-472		.85
rakes, hoes, trowel, pots, seeds, bulbs			20.00
"scroungables" such as: stones (homemade rock collection), seashells, seeds, beans, wire scraps, pipe scraps, cheese cloth, leaves, acorns, feathers, pine cones, wheels, axles, wedges, inclined planes, discarded toasters or radios (with cords removed)			

V. Equipment and Materials for "Invitational" Activities

A. Music activities

1 Autoharp	60.00
1 set rhythm instruments (2 bells, 1 drum, 2 sound sticks, 1 pair cymbals, 1 triangle, 1 tambourine)	15.00
1 set tuning forks	5.00
12 scarves in various colors	4.00
several plastic hula hoops	2.00
20 records representing varying moods, tempos, instruments	5.00
1 record player (previously listed)	
"scroungables" such as: carpeted, tiled, and non-tiled blocks of wood for striking, metal pieces of varying thickness for striking, hollow and solid materials for striking, containers of varying composition for striking; dried peas, stones, shells, macaroni, twigs, and grass for shaking; soda bottles, lengths of piping, straws, glasses of varying heights and diameters for blowing into or across; strings, elastic, etc. for stretching and plucking	

			Cost
B. Dramatic activities			
1 stand-up metal mirror (listed previously)			
1 4' x 6' raised platform (to be constructed)			
3 screen/room dividers			
Chalkboard	#V64	Com P	14.00
Pegboard	#V63	Com P	13.00
Combination	#V66	Com P	16.00
"scroungables" such as: dress-ups, baskets, artificial flowers, etc.			
C. Audio-visual events (to be obtained on loan)			
1 film projector			
1 overhead projector			
1 film strip projector			
1 slide projector			
1 screen			

VI. Materials for Individual Teacher/Child Instructional Sessions

closed storage cupboards			
small table			22.50
2 chairs		NOVO	7.75
chalkboard, 3' x 4'			13.30
IBM Selectric I Typewriter with large type			385.00
SRA Inquisitive Games: Exploring Space and Number			175.00
Association Cards	#RC1-5 (10-130)	NYT	9.75
Fruit and Animal Puzzles	#RC1-1 (10-110)	NYT	19.85
"The Classification Game"	#1014	Inst	4.50
"Carnival of Beginning Sounds"	#1013	Inst	3.95
"Let's Learn Sequence"	#1015	Inst	3.50
"Fun with Rhymes"	#1011	Inst	3.95
Attribute games and problems (with teacher guide)	#AGCKTG	SEE	14.00
Discovering opposites	#2L 251	ChCr	5.95
Geometric shape spotting game	#GN 1046	SEE	2.25
"Stepping stones" Numerals 1-10	#1116	Inst	4.95
"Walk-on" number line	#1115	Inst	2.50
Concept Builders--Animals	#1202	Inst	6.95
"Deck-a-Dot"		EduG	7.50
Sand timer (hour glass)			2.00
Boy and girl manikins and vinyl clothing		AGS	19.00
Twister game	#4645	Stone	4.75
"scroungables" and hand-produced materials, such as: picture collections, association and classification objects, etc.			

VII. Outside Equipment			Cost
1 swing set with 3 swings			100.00 (plus installation)
1 slide			120.00
1 gym dome climber			300.00
3 tricycles			18.00
1 wagon			11.50
2 6" sliding boards	#R106	Com P	13.50
1 crossing ladder	#R40	Com P	32.50
5 saucers or plastic tray (for snow play)			2.00
2 three-in-one sawhorses		Com P	13.75
2 nesting bridges	#534	Com P	39.50
sand box--consrructed			
14 100 lb. bags of sand (coarse)			2.00
"scroungables" such as: cement for tunnels, empty wire reels, packing boxes, barrels, saddles, boat, garden tools, automobile tires			

VIII. Other Items to Consider			
1 15" x 15" paper cutter (teacher use)			26.00
1 large clock			20.00
9 locker units (accommodating 5 children each)	#2F-107	ChCr	69.95
45 sleep mats (may be acceptable on carpeting)			4.05
or			
45 sleeping cots			12.00
2 Kodak Instamatic cameras (for children's use)			10.00
15 rolls of film for Instamatic camera			15.00
1 Polaroid Land camera			20.00
15 rolls of Polaroid 107 film (black and white)			
1 hot plate for cooking activities if center does not have kitchen access for children			8.00
office desks, files, etc.			

IX. Addresses of Suppliers

A-C-C Appleton-Century-Crofts
440 Park Avenue, South
New York, New York 10016

AGS American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

AmS	American Seating Company Grand Rapids, Michigan 49502
Bar	Barden's Inc. East Syracuse, New York 13057
Camb	Cambosco Scientific Company 432 Western Avenue Boston, Massachusetts 02135
Carol	Carol School Supply Union Turnpike Flushing, New York 11366
ChCr	Childcraft Equipment Company, Inc. 155 East 23rd Street New Yor, New York 10010
Com P	Community Playthings Rifton, New York
Cons P	Constructive Playthings 1040 East 85th Kansas City, Missouri 64131
Cre P	Creative Playthings, Inc. Princeton, New Jersey 08540
Cuis	Cuisennaire Company of America, Inc. 12 Church Street New Rochelle, New York 10805
DBl	Dick Blick P.O. Box 1267 Galesburg, Illinois 61401
Edm	Edmund Scientific Company 100 Edscorp Building Barrington, New Jersey 08007
EduG	Edu-Games c/o Dr. Conrad Schwarz Hillyndale Road Storrs, Connecticut 06268
Hammett	J. L. Hammett Company 195 Pearl Street Braintree, Massachusetts 02184

HM	Houghton-Mifflin 2 Park Street Boston, Massachusetts 02107
Ideal	Ideal Oaklawn, Illinois 60453
Inst	Instructo Psoli, Penns lvania 19301
JUDY	General Learning 250 James Street Morristown, New Jersey 07960
LaP	LaPine Scientific Company 375 Chestnut Street Norwood, New Jersey 07648
MB	Milton Bradley Springfield, Massachusetts
NYT	New York Times Teaching Resources 100 Boylston Street Boston, Massachusetts 02116
NOVO	NOVO Educational Toy and Equipment Corporation 585 Avenue of the Americas (6th Avenue) New York, New York 10011
PlSk	Playskool 3720 North Ketzi Avenue Chicago, Illinois 60618
REC	Responsive Environments Corporation Learning Materials Division 200 Sylvan Avenue Englewood Cliffs, New Jersey 07632
Stone	R. M. Stone Products 18279 Livernois Detroit, Michigan 48221
SEE	Selective Educational Equipment, Inc. 3 Bridge Street Newton, Massachusetts 02195
SVE	Society for Visual Education 1345 Diversey Parkway Chicago, Illinois 60614
SIFO	General Learning Corporation 460 South Northwest Highway Park Ridge, Illinois 60068

APPENDIX C

TEACHER'S GUIDE FOR USE OF *Child Repertoire Assessment Records*

TEACHER'S GUIDE FOR USE

OF

CHILD REPERTOIRE ASSESSMENT RECORD

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CHILD REPERTOIRE ASSESSMENT RECORD

You as a teacher in the responsive care program have the responsibility for keeping a record of what each of the children assigned to you are able to do. A child is, of course, able to do lots and lots of things. You are only being asked to keep a record of a very few kinds of things - AND you can realistically only get down in writing a small portion of the things you see in those areas.

You will probably find the record keeping interesting to do and if you do a careful job with it you may discover that you are able to do a better job of teaching and caring for the child. If, for example, you know from mkaing careful observations what your child can and can not do and what he is interested in doing, you will do a better job of planning for the individual sessions with him, will notice more things you can teach him and provide for him in the regular play areas and will know exactly what things you can report to his parents about what he is doing and learning.

Keeping records is a very important part of your job as a teacher. Not only will it help you with the child for whom you are keeping the record, it will make you more sensitive to the many areas of development of concern in regard to all the children.

There will be a separate notebook for each of the children. The notebook has the following sections and sub-sections.

Basic Information About _____
Affective Development
Social Development
Psycho-motor Development
Intellectual Development
- Cognitive Processes
- Language
- Mathematics
- Reading/Writing

Within each of the sections there are several pages with each page devoted to a more specific repertoire area. This guide has been prepared to give you directions and examples for the use of these pages.

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BASIC INFORMATION

ABOUT

Janey Brown

Note: Some of this information should be obtained at the first contact with the mother. The child's full name, birth date, mother's name, address, and phone, emergency contacts should be accurately recorded from the beginning. Health problems needing school attention and dietary concerns are important to know prior to admission. The physician's statement of "shots" should be obtained before admission unless the center intends to provide them.

Child's name Janey Louise Brown

Birth date

Mother's name Frances Brown

Address 116 Cole Street (upstairs)

Phone 473-5426

Father's name Charles K. Brown

Alternative phone or contacts for reaching parents in case of emergency

Mrs. Lillian Thomas (Grandmother) 475-3286

New Grocery - Mrs. Brown's work no. - 475-4282

Other persons of importance to child:
(siblings, grandparents, aunts, etc.)

Betsey - aunt (takes care of her often).

Ronnie - baby brother

Child's picture

HOME AND COMMUNITY

Information about home and community useful for understanding child:

Janey has several big rough dogs on her street. She is really terrified of them.

Janey knows all about fire engines, etc. The fire station is across the street.

HEALTH RECORD

Disabilities and/or health problems:

Frequently has runny nose in winter but pediatrician recommends continuing regular attendance unless there are other symptoms.

Dietary concerns:

Allergic to chocolate.

Hearing:

Vision:

Dental:

Written statement by physician giving assurance child has received prophylaxix against

small pox	OK 9/72
diptheria	OK 9/72
tetanus	OK 9/72
pertussis	OK 9/72
measles	OK 9/72
polio-myelitis	OK 9/72

Note:

The record, from this point, is to be used to record what you observe that the child does and/or is able to do. There are no hard and fast rules for how these pages should be used but the following suggestion may be helpful to you.

(1) Record a particular kind of thing only one time. Don't bother to write about it if it happens again in nearly the same way. Look for different kinds of behavior under the same category instead.

(2) For some of the pages <u>five</u> different responses from you will be quite enough to show that the child can do the particular thing, i.e. take a submissive role in play. After you have recorded five instances in which a child took others lead and direction in their play you may not wish to record anything further on that page. On other pages, though, you may want to continue the record for interesting instances all through the year. An example might be "expresses pleasure/joy." A continuous recording of the kinds of things the child seems to wholeheartedly enjoy may be very valuable for you to have.

(3) When you are working with the children and see something happen which you will want to record later, don't trust your memory. Jot down a word or two on a piece of paper to help you remember and put it in a place where you can retrieve it later.

(4) Try to do through the record once each week and consider what has happen that might be recorded.

AFFECTIVE DEVELOPMENT

NOTE: In this section are the following items

- Expresses pleasure/joy
- Expresses anger
- Expresses fear
- Expresses pride in self or own accomplishments
- Engages in fantasy play
- Shows appreciation of music
- Shows appreciation of art

The child's ability to express his feelings and to engage in activities related to expressiveness are the concern here. In this section, as in the other sections of the record, you may wish to add your own pages for areas of expressiveness you feel are important.

EXPRESSES PLEASURE/JOY

Date	How? About what?
10/14	Says "I finally got me a game!" Won at playing poker.
10/24	Typed a word and stood up and said, "Woo, Baby, sugar, sugar!"
11/3	Big smiles about being invited to sit with Vivian.

EXPRESSES ANGER

Date	How?	About what?
10/13	Says to teacher, "I'm going to tell my mommy not to be your friend," when upset because she doesn't want to go home - busy building with blocks.	
10/20	Tells Dawn, "I'm going to beat your butt if you don't give me that." after Dawn has mistakenly taken her paper.	
10/21	Cries because Peter teases her about being a baby when she sat in doll bed.	

EXPRESSES FEAR

Date	How?	About what?
10/12	Runs to teacher and hangs on for dear life when dog comes into yard.	
10/30	Asks "Will goldfish bite?" before coming close to bowl.	
11/15	Runs behind teacher when Jimmy picked up block to hit her. Whimpers, "He's gonna hit me. Then picked up something to hit back with.	

EXPRESSES PRIDE IN SELF OR OWN ACCOMPLISHMENTS

Date	How?	About what?
11 - 25	Says to Bebe, "Bebe, Bebe. I got it right every time. I found the missing piece.	
12 - 15	When learned how to spell elephant walked around asking every teacher to hear her spell it.	
12 - 16	Says, "See, see. I made a big house. Want to see?" (As tall as her head)	

ENGAGES IN FANTASY PLAY

Date	What roles? What feelings?
10/2	Janey was the mother and Donna and Joyce were her childrens. "Mother" took good care of children, took them for a ride, gave them cookies, rang a buzzer to see if the friend was home.
10/15	Janey drew a car on the chalkboard and then had it "chased" all over the chalkboard by the cop (chalk).
10/21	During a puppet show played the cookie monster, a ghost, a monkey, and a mouse. Lots of hitting and shouting

Possible evidence:
Expresses preference for different types of music
Use music and dance for self-expression
Responds emotionally to moods & feelings in music

SHOWS APPRECIATION OF MUSIC

Date	How show appreciation?
10/16	Asked to hear the "drum" music (African chants)
10/20	Always stops what she is doing and listens to The Candy Man if it is played.

Possible evidence:
Responds emotionally to moods & feelings in
Enjoys non-directed self expression in art media
Makes judgments about art work, including ow

SHOWS APPRECIATION OF ART

Date	How show appreciation?
10-1	Makes at least 1 painting a day - more often 6 or 7
10-12	Likes to mix colors at easel but doesn't ask to keep paintings unless the colors are clear - rejects "muddy" ones

SOCIAL DEVELOPMENT

NOTE: The concern of this section is the child's ability to interact with others in a variety of ways. The following items are included

- Directly initiates play contacts
- Takes follower (submissive) role in play
- Takes leader (dominant) role in play
- Has stable friendship
- Plays with more than one child at a time
- Demonstrates concern for others
- Has ways of resolving conflicts he has with others
- Directly initiates contacts with adults

DIRECTLY INITIATES PLAY CONTACTS

Date	With whom?	How?
10-15		Stands close to others, watches, joins in.
10-28		Says to Eddie, "Want to see my new toy?"
11-3		Walked up to Ginger, took her hand, and led her to the Lego blocks in the task room.
11-5		Says to Patty, "Can I play with you?"
11-10		Asks Patty, "Do you want me to be your friend?"

TAKES FOLLOWER (SUBMISSIVE) ROLE IN PLAY

Date	With whom?	Doing what?
11-3	Sam and Patrick	were in the housekeeping area and Janey came over and did everything they told her. "You be the sister." "Go get the broom." etc.
11-5	Follows Patty	from area to area and does whatever Patty does - puzzles, painting, writing, listening to story
11-10	Asks Patty,	"Do you want me to be your friend? What do you want to play? (does what Patty says in building house.

TAKES LEADER (DOMINANT) ROLE IN PLAY

Date	With whom?	Doing what?
12-3		Led the clapping game with Patty and Susan [illegible] her.
12-7		Tells Ginger where to stand, what to do, etc in puppet play
12-15		Brought her "slide projector" from home and had a slide show. Handed out tickets and told story of "The Three Bears" to go with slides. 10 children came and listened.

HAS STABLE FRIENDSHIP

Date	With whom?	How is friendship evidenced?
10-10	Patty	Watches for her arrival each day and goes to her when she arrives
12-15	Patty Ginger	Gets their phone numbers on paper because they are her "friends"

PLAYS WITH MORE THAN ONE CHILD AT A TIME

Date	Which children?	What activities?
10-15	Becky, Eddie, Ginger, Patty	Making long road with blocks
10-28	Ginger, Patty,	Go fish card game
11-3	Sam + Patricia	-Housekeeping
11-15	Ginger + Patty	Plan + do slide show.

DEMONSTRATES CONCERN FOR OTHERS

Date	For whom? About what? How?
11-16	Saw Donna crying, went to her, put her arm around her and said, "What's the matter?" and really listened
11-28	Ran into Tommy by mistake, stopped and said, "I'm sorry, Tommy.", patted him and looked to make sure his eyes were okay.

HAS WAYS OF RESOLVING CONFLICTS HE HAS WITH OTHERS

Date	What conflict about?	How resolved?
10-20	Who will have big blocks	Gives up and walks away
10-23	Knocking over Jimmy's blocks	Says, "I'm sorry.
10-30	Who will hold rabbit	Kicks others who challenge her turn until they give her rabbit
11-16	Who will choose book to be read	Suggests, "First, read Susan's, then mine, then Jane's. O.K., Jo
11-26	Who will hold rabbit	Bargains - "If you let m I'll give you my candy

DIRECTLY INITIATES CONTACTS WITH ADULTS

Date	Which adults?	How?
9-20	Jane	Comes close and puts hand in hers and smiles
9-30	Ann	Says, "See, teacher."
10-3	Bob	"Please read this to me."
10-14	Ann	Says "How come you look so mad today, teacher?"

PSYCHOMOTOR DEVELOPMENT

NOTE: This section is concerned with small muscle coordination and large muscle coordination as it is evidenced in the child's everyday activities. You may wish to add your own pages for a more complete record of development in this area.

SMALL MUSCLE COORDINATION

	Date
Able to hold pencil in position for writing	10-5
Able to turn pages of book without tearing	10-5
Screw nuts on and off bolts	
Able to use scissors proficiently	10-15
Can control crayon markings	10-25

Other evidence:

Date	
11-2	Uses tracing paper to make copy of "Charlie Brown" from newspaper
11-8	Easily makes sewing stitches on burlap.

LARGE MUSCLE AND MOTOR COORDINATION

Uses varying means of locomotion (example, walking, crawling, rolling, running, skipping, jumping)

Date	What?
10-1	Runs/walks
10-3	Crawls
10-15	Gallops

Can control balance easily

Date	Evidence
10-20	Walks length of walking board
10-30	Easily walks up sliding board

Can hold and carry objects carefully

Date	Evidence
11-16	Carries bowl of Jello without spilling

Responds to rhythm with body movements

Date	Evidence
10-16	Moves freely to Simple Simon record
11-6	Joins galloping horse to Rhythm record

INTELLECTUAL DEVELOPMENT:

COGNITIVE PROCESSES

NOTE: This section of Intellectual Development has the following categories

- Evidences mental imagery
- Attends to a specific task
- Classifies
- Remembers ideas and information

As you look at the following pages you will notice that there are two sections for each category. One is labeled DIRECTED and is intended for those times in which you specifically have arranged a situation or specifically ask the child to do something so that you can find out if you can do it. The other section labeled SPONTANEOUS is for recording ways in which children show they can do a particular thing in the general category without being asked -- as part of their everyday playing, talking, doing.

EVIDENCES MENTAL IMAGERY/INTERNAL REPRESENTATION
(a) NAMES OBJECT AFTER MINIMAL CUE-ONLY PARTLY IN SIGHT, ONLY SEES OUTLINE, ONLY HEARS DESCRIPTION OF CHARACTERISTICS

DIRECTED

Date	What object?	What cues?
11-3	Determines objects in "mystery bags" by touching: apples, spoon, thread, balloon	
11-8	Guesses correctly in "I'm thinking of an animal." before many clues are given	

SPONTANEOUS

Date	What object?	What cues?
11-12	Quickly returns lost puzzle piece to correct puzzle on shelf upon finding it in active area even though it had few distinguishing characteristics other than shape and color	

ATTENDS TO A SPECIFIC TASK Levels (a) five minutes
(b) fifteen "
(c) half-hour
(d) more than an hour

DIRECTED

Date	Level?	What task?
10-28	a	sorting shapes on flannel board
11- 3	b	typing
11 - 10	a	writing her own and friend's names
	b	looking at books for pictures of animals

SPONTANEOUS

Date	Level?	What task?
10-30	c	making Lego "fire house"
10 · 11	c	sorting seed mixture into diffent kinds

CLASSIFIES

DIRECTED

Date	What object? On what dimension (color, form, size, use, common feat
10-28	circles, triangles, squares/also large small
11-10	pictures of zoo animals and farm animals

SPONTANEOUS

Date	What object? On what dimension (color, form, size, use, common feature)?
10-3	"These are big and these are little." (pieces of clay)
11-11	Seed mixture into different kinds by shape, color
11-18	"I'm going to put these clothes on my baby. They are soft. Leave all those there."

REMEMBERS IDEAS AND INFORMATION

DIRECTED

Date	
10 - 15	Recalled the details and sequence of story "Susan's Birthday" heard with flannel board presentation yesterday.

SPONTANEOUS

Date	
11 - 3	Says 'That's the kind of berry we aren't spozed to eat, Right?
11 - 18	"Now you put in two cups of very hot water." (Making jello.)

INTELLECTUAL DEVELOPMENT:

LANGUAGE

NOTE: This section of Intellectual Development has the following categories:

- Speaks in full sentences
- Uses language to ask for help
- Uses language to ask for explanation
- Uses language for fun/making new sounds, rhyming, etc.
- Uses language to explain cause and effect
- Concept terms

SPEAKS CLEARLY IN FULL SENTENCES

Date	What say?
	Janey constantly speaks clearly in full sentences - See other sections for examples.

USES LANGUAGE TO ASK FOR HELP

Date	What say?
10 - 3	Lift me up so I can get that picture. (from bulletin board)
10 - 6	Give me some stapler things for this stapler.
10 - 7	Help me pick this up. You do the cards.
10 - 10	I don't know how to do this. Can you show me?

USES LANGUAGE TO ASK FOR INFORMATION

Date	What say?
10-7	How does he get muscles?
10-12	What are the keys that don't have letters or numerals used for?
10-12	Is it time to go home?
10-15	Is that her mother?
10-16	Do you have any babies?

USES LANGUAGE TO ASK FOR EXPLANATION

Date	What say?
10-17	Have you ever seen a Martian movie? Why do Martians look that way?
10-20	Jane, what's in the sun?
11-3	What does defrost do?
11-10	What do people in cemeteries do?

USES LANGUAGE FOR FUN-MAKING NEW SOUNDS, RHYMING, ETC.

Date	What say?
10 - 30	Hi, Joyce Boyce. Bye, Joyce Boyce.
11 - 3	Alicia, the gisha. Jane, the Dane.
11 - 10	Your mother's pretty, just like a breath of outdoor city

USES LANGUAGE TO EXPLAIN CAUSE AND EFFECT

Date	What say?
10 -15	" She's crying because she doesn't want nobody to bother her and Chuckie did."
10 -20	"It won't stay because it needs another one of the blocks." (to balance the structure)
11 -10	When I covered a candle with a jar - "It went out because it don't have no more air."

DEMONSTRATES KNOWLEDGE OF FOLLOWING CONCEPT TERMS

	Understands	Uses
ON	✓	✓
IN	✓	✓
OUT	✓	✓
OVER	✓	✓
BESIDE	✓	✓
UNDER	✓	✓
AROUND	✓	✓
THROUGH	✓	✓
AWAY	✓	
TOWARD	✓	
IN FRONT OF	✓	✓
BEHIND	✓	✓
ABOVE	✓	✓
BELOW	✓	
UP	✓	✓
DOWN	✓	✓
FORWARD	✓	
BACKWARD	✓	
FAR	✓	
NEAR/CLOSE	✓	
BEFORE	✓	✓
AFTER	✓	✓
ALL	✓	✓
SOME	✓	✓
NONE	✓	✓

(Check and record date)

BOTH	✓	✓
EACH	✓	✓
FULL	✓	✓
HALF-FULL	✓	✓
FAST	✓	✓
SLOW	✓	✓
HEAVY	✓	✓
LIGHT	✓	✓
LONGER	✓	✓
SHORTER	✓	✓
INSIDE	✓	✓
OUTSIDE	✓	✓
SOLID	✓	✓
HOLLOW		
STRAIGHT		
CURVED	✓	✓
ADD		
TAKE AWAY		
BROKEN		
WHOLE	✓	✓
ENOUGH	✓	✓
NOT ENOUGH	✓	✓
FLOAT	✓	✓
SINK		

INTELLECTUAL DEVELOPMENT:

MATHEMATICS

NOTE: This section of Intellectual Development has the following categories

- Aligns objects in one-to-one correspondence
- Orders objects according to size or other dimensions
- Demonstrates awareness of the "same" number in equal groupings and "more" or "less" in unequal groupings
- Determines "how many" by counting and touching each object
- Recognizes written numerals and says names
- Uses terms first, second, third to identify position
- Evidence understanding of conservation of number
- Accurately predicts how may objects (blocks, chairs, etc. will fit in a particular space

ALIGNS OBJECTS IN ONE-TO-ONE CORRESPONDENCE

DIRECTED

Date	What objects? For a purpose? What?
10-7	Matched red triangles with yellow circles to make designs on flannel board
10-10	Drew a lollipop for each of seven children in her crayon picture upon my suggestion

SPONTANEOUS

Date	What objects? For a purpose? What?
10-8	Places napkin and spoon at each chair at snack table
10-20	Lines up square blocks with cylinder opposite in long procession. Calls it a parade.
11-3	Puts a paint brush by each of jars when helping me get easel ready.

ORDERS OBJECTS ACCORDING TO SIZE OR OTHER DIMENSIONS
(SMOOTH TO ROUGH, LIGHT TO HEAVY, ETC.)

DIRECTED

Date	What objects?	What dimensions?
10-30	Collection of objects I collected for use with scales. Could order 3 (with considerable contrast) on weight but couldn't make finer judgments	
11-2	Arranged Montessori height/circumference cylinders easily and repeatedly	

SPONTANEOUS

Date	What objects?	What dimensions?
11-18	Jenny arranged 1, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ cups from big to small while we were making Jello	
11-20	Arranged 5 lengths of blocks in order and called them a family	

DEMONSTRATES AWARENESS OF THE "SAME" NUMBER IN EQUAL GROUPINGS AND "MORE" OR "LESS" IN UNEQUAL GROUPINGS

DIRECTED

Date	Which of above? What situation? What number groupings?
11-17	"There are more marbles on this side." 6 and 8 "Now they are the same." 7 and 7 (sorting by size into two groupings)
12-6	All numbers/combinations through 9 in Top Dog game.

SPONTANEOUS

Date	Which of above? What situation? What number of groupings?
12-18	"You have more kids on your side than we do." (football activity) 8 and 5
12-20	"I have more pairs than you do." 9 and 6 (in Picking Pairs card game)

DETERMINES "HOW MANY" BY COUNTING AND TOUCHING EACH OBJECT

DIRECTED

Date	What objects?	How far?
10/20	Counted pennies to 15.	
11/30	Counted 24 poker chips	

SPONTANEOUS

Date	What objects?	How far?
10-19	Dealing cards - counted six for each player	

RECOGNIZES WRITTEN NUMBERALS AND SAYS NAMES

DIRECTED

Date	What numerals?
10-20	Easily matched numerals with number of objects 1 to 7
11-29	Went through calendar numerals in order. Hesitated on 13 and 15 and got 12 and 21 mixed up.

SPONTANEOUS

Date	What numerals?
10-22	Picks out numerals for people's ages from peg game set - 3, 4, 5, 6

USES TERMS FIRST, SECOND, THIRD, ETC. TO IDENTIFY POSITION

DIRECTED

Date	What terms?	What situation?
10/7	Correctly takes first, second, third and fourth from a line up of toys (left to right)	

SPONTANEOUS

Date	What terms?	What situation?
10/3	"I'll go first. You go second."	(turns on bikes)
10/17	"You're second jumping into the pool."	(pretend pool on mat)
11/8	"If there are two before me, then I'm third."	(in line for popcorn)
11/14	Shouts "Third" after others say "First", "Second"	in Beatlebrain game (racing with puzzles)

EVIDENCES UNDERSTANDING OF CONSERVATION OF NUMBER

NOTE: Conservation of number refers to the ability to recognize that the number of objects in a particular grouping remains constant, unless some are removed or added, even though they are placed in different arrangements

DIRECTED

Date	How?
11/3	When her pennies were rearranged she first conserved (said the number she had just counted previously) but then she was doubtful and counted to make sure.
12/2	She counted 10 red blocks and then lined up 10 yellow ones. When the second group was rearranged she still knew there were 10 - without counting

SPONTANEOUS

Date	How?
2/2	Talking to herself while playing with oys crackers. "Got 8 crackers." Lined them up in a row and said, "Still got 8." Bunched them in a pile and said, "Still got 8!" Made two different piles and said, "Still got 8." Took another cracker and said, "Now I got 9."

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ACCURATELY PREDICTS HOW MANY OBJECTS (BLOCKS, CHAIRS, ETC.) WILL FIT IN PARTICULAR SPACE

DIRECTED

Date	What objects?	What space?
10/15	When asked to go and get the number of blocks to fill a rectangle 4" long and 1" high comes close - only 1 off.	

SPONTANEOUS

Date	What objects?	What space?
11/3	Rearrange housekeeping furniture. Said, "We can put the chair and the bed there." They did just fit.	

INTELLECTUAL DEVELOPMENT

READING/WRITING

NOTE: The following section on Intellectual Development has sections on use of books, dictation, writing and sound/letter correspondence. Dictating refers to those situations in which the child tells the adult what to write for him (a label, a caption, a sign, a story, a letter, a note) and the adult carefully records what the child says. Levels are designated within each section. Typically a child will progress through the levels in the order listed, but not always! There is a limited amount of space in each section. You may wish to add other pages to continue the record when you run out of space.

USES BOOKS Levels (a) leafs through, looks, talks about separate pictures
(b) asks to know what words in book say
(c) comments on sequence of events or common theme in pictures
(d) relates book contents to own experiences

DIRECTED

Date	What books?	Level

SPONTANEOUS

Date	What books?	Level
10/1	My Special Home	a
10/5	Green Eggs + Ham	b
10/5	Book About Dogs	a, b
10/11	Flippy's Flashlight	a, d
11/3	Curious George	a, c, d
11/8	Caps for Sale	a, c
11/15	Baby Sister	b
11/17	Isabel	d
11/28	Best Word Book Ever	b

DICTATES Levels (a) pauses in dictation to wait for writing to be done (showing recognition of the correspond between spoken words and written words)
(b) demonstrates awareness of which side of page writing should begin
(c) comments on word features - similarities, differences
(d) remembers and recognizes some words

DIRECTED

Date	
11/3	(b) Points to left when asked where writing should start.
11/18	(c) Finds the words that begin the same on her" list of friends" when asked.

SPONTANEOUS

Date	
10/3	(a) Drew a picture of her house and asked m to write names of mother and brother. (a
10/11	(b) Points to left when asking to have words written about her birthday party under picture she made of cake.
10/18	(c) "Vanessa and Vicky start with the same letter?"
11/2	(d) Knows the words STOP and GO.
12/3	(a) Dictated list of Christmas presents she would like. Went slowly and stopped to ask "How you got that?"

WRITING Level (a) forms basic shapes (circle, square, etc.)
(b) copies letters successfully
(c) copies series of letters (word)
(d) writes words without pattern
(e) knows names of some letters

DIRECTED

Date	Level?	Which?
10/7	(a)	Can make circle and square
10/9	(a)	Can make triangle
10/11	(b)	Can make A and E and P and R
11/3	(e)	Knows names of a, b, c, e, o, s, t, v, k
11/5	(c)	Copies name Copies Ronnie
12/2	(d)	Writes Janey

SPONTANEOUS

Date	Level?	Which?
10/15	(b)	"P for Patty", "K for Kenny", "J for Janey"
11/1	(b)	E, e, R
11/3 - 12/1	(c)	Many, many letters - much writing activity!
12/7	(d and e)	Writes Janey and Patty - Knows names of letters.

SOUND - LETTERS CORRESPONDENCE

Levels
(a) comments on words which rhyme
(b) comments on words which begin with the same sound
(c) tries to "figure" out unfamiliar words by putting together familiar word beginning with familiar word ending.

DIRECTED

Date	Level?	Which words?
10/5	(a)	chooses pairs of pictures showing rhyming words easily
10/13	(b).	Joyce, Jane, Jeff, Peter Pan and Pepper } picks out from other spoken names

SPONTANEOUS

Date	Level?	Which words?
11/6	(a)	"Go upstairs, you'll find some bears. Stairs, bears, chairs, mairs." Said they sound alike.
11/18	(b)	"Vanessa, very - the same."
11/23	(b)	"Marsha, Margaret - you sound the same."

APPENDIX D

CHILD REPERTOIRE ASSESSMENT RECORDS

BASIC INFORMATION

ABOUT

Child's name _____

Birth date _____

Mother's name _____

Address _____

Phone _____

Father's name _____

Alternative phone or contacts for reaching parents in case of emergency

_____

_____

Other persons of importance to child:
(siblings, grandparents, aunts, etc.)

Child's picture

Information about home and community useful for understanding child:

HEALTH RECORD

Disabilities and/or health problems:

Dietary concerns:

Hearing:

Vision:

Dental:

Written statement by physician giving assurance child has received prophylaxix against

small pox _____

diptheria _____

tetanus _____

pertussis _____

measles _____

polio-
myelitis _____

AFFECTIVE DEVELOPMENT

EXPRESSES PLEASURE/JOY

Date	How?	About what?

EXPRESSES ANGER

Date	How?	About what?

EXPRESSES FEAR

Date	How?	About what?

EXPRESSES PRIDE IN SELF OR OWN ACCOMPLISHMENTS

Date	How?	About what?

ENGAGES IN FANTASY PLAY

Date	What roles?	What feelings?

Possible evidence:
Expresses preference for different types of music
Use music and dance for self-expression
Responds emotionally to moods & feelings in music

SHOWS APPRECIATION OF MUSIC

Date	How show appreciation?

Possible evidence:
Responds emotionally to moods & feelings in a
Enjoys non-directed self expression in art media
Makes judgments about art work, including own

SHOWS APPRECIATION OF ART

Date	How show appreciation?

SOCIAL DEVELOPMENT

DIRECTLY INITIATES PLAY CONTACTS

Date	With whom?	How?

TAKES FOLLOWER (SUBMISSIVE) ROLE IN PLAY

Date	With whom?	Doing what?

TAKES LEADER (DOMINANT) ROLE IN PLAY

Date	With whom?	Doing what?

HAS STABLE FRIENDSHIP

Date	With whom?	How is friendship evidenced?

PLAYS WITH MORE THAN ONE CHILD AT A TIME

Date	Which children?	What activities?

DEMONSTRATES CONCERN FOR OTHERS

Date	For whom?	About what?	How?

PSYCHO-MOTOR DEVELOPMENT

LARGE MUSCLE AND MOTOR COORDINATION

Uses varying means of locomotion (example, walking, crawling, rolling, running, skipping, jumping)

Date	What?

Can control balance easily

Date	Evidence

Can hold and carry objects carefully

Date	Evidence

Responds to rhythm with body movements

Date	Evidence

SMALL MUSCLE COORDINATION

	Date
Able to hold pencil in position for writing	
Able to turn pages of book without tearing	
Screw nuts on and off bolts	
Able to use scissors proficiently	
Can control crayon markings	

Other evidence:

Date	

INTELLECTUAL DEVELOPMENT:

COGNITIVE PROCESSES

EVIDENCES MENTAL IMAGERY/INTERNAL REPRESENTATION

(a) NAMES OBJECT AFTER MINIMAL CUE-ONLY PARTLY IN SIGHT, ONLY SEES OUTLINE, ONLY HEARS DESCRIPTION OF CHARACTERISTICS

DIRECTED

Date	What object?	What cues?

SPONTANEOUS

Date	What object?	What cues?

ATTENDS TO A SPECIFIC TASK Levels (a) five minutes
(b) fifteen "
(c) half-hour
(d) more than an hour

DIRECTED

Date	Level?	What task?

SPONTANEOUS

Date	Level?	What task?

CLASSIFIES

DIRECTED

Date	What object? On what dimension (color, form, size, use, common fea

SPONTANEOUS

Date	What object? On what dimension (color, form, size, use, common feature

REMEMBERS IDEAS AND INFORMATION

DIRECTED

Date

SPONTANEOUS

Date

INTELLECTUAL DEVELOPMENT:

LANGUAGE

SPEAKS CLEARLY IN FULL SENTENCES

Date	What say?

USES LANGUAGE TO ASK FOR HELP

Date	What say?

USES LANGUAGE TO ASK FOR INFORMATION

Date	What say?

USES LANGUAGE TO ASK FOR EXPLANATION

Date	What say?

USES LANGUAGE FOR FUN-MAKING NEW SOUNDS, RHYMING, ETC.

Date	What say?

USES LANGUAGE TO EXPLAIN CAUSE AND EFFECT

Date	What say?

DEMONSTRATES KNOWLEDGE OF FOLLOWING CONCEPT TERMS

	Understands	Uses	(Check and record date)		
ON			BOTH		
IN			EACH		
OUT			FULL		
OVER			HALF-FULL		
BESIDE			FAST		
UNDER			SLOW		
AROUND			HEAVY		
THROUGH			LIGHT		
AWAY			LONGER		
TOWARD			SHORTER		
IN FRONT OF			INSIDE		
BEHIND			OUTSIDE		
ABOVE			SOLID		
BELOW			HOLLOW		
UP			STRAIGHT		
DOWN			CURVED		
FORWARD			ADD		
BACKWARD			TAKE AWAY		
FAR			BROKEN		
NEAR/CLOSE			WHOLE		
BEFORE			ENOUGH		
AFTER			NOT ENOUGH		
ALL			FLOAT		
SOME			SINK		
NONE					

INTELLECTUAL DEVELOPMENT:

MATHEMATICS

ALIGNS OBJECTS IN ONE-TO-ONE CORRESPONDENCE

DIRECTED

Date	What objects?	For a purpose?	What?

SPONTANEOUS

Date	What objects?	For a purpose?	What?

ORDERS OBJECTS ACCORDING TO SIZE OR OTHER DIMENSIONS (SMOOTH TO ROUGH, LIGHT TO HEAVY, ETC.)

DIRECTED

Date	What objects?	What dimensions?

SPONTANEOUS

Date	What objects?	What dimensions?

DEMONSTRATES AWARENESS OF THE "SAME" NUMBER IN EQUAL GROUPINGS AND "MORE" OR "LESS" IN UNEQUAL GROUPINGS

DIRECTED

Date	Which of above?	What situation?	What number groupings?

SPONTANEOUS

Date	Which of above?	What situation?	What number of groupings?

DETERMINES "HOW MANY" BY COUNTING AND TOUCHING EACH OBJECT

DIRECTED

Date	What objects?	How far?

SPONTANEOUS

Date	What objects?	How far?

RECOGNIZES WRITTEN NUMBERALS AND SAYS NAMES

DIRECTED	
Date	What numerals?

SPONTANEOUS	
Date	What numerals?

PARTIALS OUT FROM A LARGE QUANTITY OF OBJECTS A SET OF 5,7,8, etc.

DIRECTED

Date	What objects?	Why?	How many?

SPONTANEOUS

Date	What objects	Why?	How many?

TELLS HOW MANY OBJECTS IN A GROUP WITHOUT COUNTING ONE BY ONE

DIRECTED	
Date	

SPONTANEOUS	
Date	

USES TERMS FIRST, SECOND, THIRD, ETC. TO IDENTIFY POSITION

DIRECTED

Date	What terms?	What situation?

SPONTANEOUS

Date	What terms?	What situation?

EVIDENCES UNDERSTANDING OF CONSERVATION OF NUMBER

DIRECTED

Date	How?

SPONTANEOUS

Date	How?

ACCURATELY PREDICTS HOW MANY OBJECTS (BLOCKS, CHAIRS, ETC.)
WILL FIT IN PARTICULAR SPACE

DIRECTED

Date	What objects?	What space?

SPONTANEOUS

Date	What objects?	What space?

DEMONSTRATES THAT HE KNOWS THAT 3 + 1 IS SAME AS 1+3, ETC.

DIRECTED

Date	What situation?

SPONTANEOUS

Date	What situation?

INTELLECTUAL DEVELOPMENT

READING/WRITING

USES BOOKS Levels (a) leafs through, looks, talks about separate pictures
(b) asks to know what words in book say
(c) comments on sequence of events or common theme in pictures
(d) relates book contents to own experiences

DIRECTED

Date	What books?	Level

SPONTANEOUS

Date	What books?	Level

USES BOOKS (con't)

DIRECTED

Date	What books?	Level

SPONTANEOUS

Date	What books?	Level

DICTATES Levels (a) pauses in dictation to wait for writing to be done (showing recognition of the correspondence between spoken words and written words)
(b) demonstrates awareness of which side of page writing should begin
(c) comments on word features - similarities, differences
(d) remembers and recognizes some words

DIRECTED

Date	

SPONTANEOUS

Date	

WRITING Level (a) forms basic shapes (circle, square, etc.)
(b) copies letters successfully
(c) copies series of letters (word)
(d) writes words without pattern
(e) knows names of some letters

DIRECTED

Date	Level?	Which?

SPONTANEOUS

Date	Level?	Which?

SOUND - LETTERS CORRESPONDENCE Levels

(a) comments on words which rhyme
(b) comments on words which begin with the same sound
(c) tries to "figure" out unfamiliar words by putting together familiar word beginning with familiar word ending.

DIRECTED

Date	Level?	Which words?

SPONTANEOUS

Date	Level?	Which words?

APPENDIX E

RECORDING ONE-TO-ONE TEACHING SESSIONS AND REPERTOIRE ASSESSMENT RECORD RECORDINGS

Form for Recording 1:1 Teaching Sessions

	Child's Name	Week No. / Date		
		R.A.R.	1:1 Teaching	
		No. Recordings	Focus	Materials
Teacher 1				
Teacher 2				
Teacher 3				

APPENDIX F

FORMS FOR THE ASSESSMENT OF THE POTENTIAL FOR RESPONSIVENESS

SCORING CATEGORIES FOR A SORTING ACTIVITY

Name _____

[ ]	SHAPE	[ ]	TEXTURE
[ ]	SIZE	[ ]	STICKINESS
[ ]	AREA	[ ]	RESILIENCY
[ ]	PERIMETER	[ ]	DESTRUCTABILITY
[ ]	DIAMETER	[ ]	ROLLING ACTIVITIES
[ ]	HEIGHT	[ ]	BALANCE ACTIVITIES
[ ]	WEIGHT	[ ]	BLOWING ACTIVITIES
[ ]	LENGTH	[ ]	SMELL
[ ]	QUANTITY/VOLUME	[ ]	REPLICATION ACTIVITIES
[ ]	QUANTITY/NUMBER	[ ]	COMBINING OF OTHER ITEMS
[ ]	COLOR	[ ]	WORDS/LETTERS
[ ]	COMPOSITION	[ ]	MEMORY GAMES
[ ]	2-D/3-D	[ ]	REPRESENTATION
[ ]	INSIDE/OUTSIDE	[ ]	ASSOCIATIONS
[ ]	SOUND		
[ ]	REFLECTIVITY		

Materials Presented

Metal measuring cup

3 metal lids from frozen orange juice containers

Roll of masking tape

Plastic scoop (from Chock Full 'O Nuts coffee0

2 rubber bands

Cardboard tube from toilet tissue

Plastic egg container (from Leggs stockings)

Edward Earl, the boy on the ladder, came over to you as the teacher and said, "Will you please hold the ladder so I can see if I can climb up?" As he reaches the point you see in the picture, the three other children--two girls and a boy--have rushed over and are saying, "What are you doing? What is Edward Earl doing? Can we do that?"

Write all of the different things you can think of that you might say at that point.

You as a teacher are helping Jason with his carpentry. Jason is the boy on the right of the picture. He has asked you to hold the wood so he can pound it. Hewitt, the boy on the left comes along and says, "What are you making, Jason?" Jason says, "A car." Hewitt says, "Sure don't look like no car to me."

What might you say at this point? Write down all of the different things you can think of that you might say in response to that comment.

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APPENDIX G

ADULT GROUND RULES

ADULT GROUND RULES

(Used at the SUECEC 1972-1973)

Absences

If you find you must be absent from work, let the director know as soon as possible. Give the reason for your absence and its probable duration. If the absence is a short term one, you should call daily.

Call the director at the center during the day or at home evenings (before 10:00 p.m.) and mornings (after 7:30 a.m.). If you cannot reach the director, then call the program director or other designated person.

If you wish to make arrangements with another person to fill in for you, clear these arrangements with the director in advance.

Late Arrivals

If you find you are going to be late to work, call the director or program coordinator if at all possible. Sending word via someone else or just appearing late should be avoided.

Smoking

Smoking in the presence of children will not be permitted. This includes nap areas, cars (on field trips), kitchen (if children are in dining area), etc.

Breaks

Coffee drinking in the play areas is okay in moderation. Lengthy breaks to coffee pot, for conversations with other adults, etc., are not okay. Full-time persons should have 45 minutes per day of regular break time to be planned in advance with coordinators.

Supervision of Children

Always make sure to have two adults before taking children outside to play and additional adults as more children go outside.

Do actively and consistently enforce ground rules with children.

Do let coordinator know before you take an individual child or group of children from the regular program areas.

Do not allow children to remain in an unsupervised area.

Other

If you need to make purchases related to a center need, check in advance with center director or coordinators and then present a receipt to the secretary.

Use center supplies, equipment and space only for center activities unless you have checked it out with the director.

Plan to eat center food at lunch time only if you are assigned to supervise lunch for the children or if you are a full-time employee (or if you have made special financial arrangements with the director in advance).

When you print signs or write for children, use standard manuscript printing. Use lower case with capitals as appropriate for most writing.

APPENDIX H

FORM FOR SUGGESTING PROGRAM IMPROVEMENTS

FORM FOR SUGGESTING PROGRAM CHANGE,
IMPROVEMENT, OR INNOVATION

SUGGESTION:

SUGGESTED BY _____ Date_____

	OKAY	NOT OKAY	LET'S DISCUSS
Betsey, Lois			
Clark, Barbara			
Cook, Beatrice			
Cramer, Jefflyn			
Kauffman, Donna			
Kozlowski, Elizabeth			
Macmillan, Betsy			
McDivitt, Margaret			
Middleton, Dorothy			
Miller, Tom			
Reicher, Phyllis			
Robinson, Elizabeth			
Schlesinger, Norma			
Shave, Dottie			
Tryon, Bette			

APPENDIX I

ALLOCATION OF RESPONSIBILITIES IN THE RESPONSIVE CARE PROGRAM

ALLOCATION OF RESPONSIBILITIES IN THE RESPONSIVE CARE PROGRAM

	Day Care				Public School			
	Dir.	Coord. (L. Tchr.)	Tchr.	Sec./ Book-Keeper	Schl. Adm. & Prin.	Coord. (L. Tchr.)	Tchr.	Schl. Sec.
Budget, Finance, Routine Record Keeping								
1. Arrange for adequate financing of the program through agency funding, tuition, etc.	x				x			
2. Establish budget salary schedules, purchasing sources and budgeting procedures.	x				x			
3. Recommend purchases and repair needs to Director or School Administration.		x				x		
4. Arrange for special kinds of acquisition needs related to program; i.e., library books, scrap wood, films.		x				x		
5. Billing and collection of tuition.				x				x
6. Record keeping of center expenditures/ income.				x				x
7. Maintenance of all routine records-- attendance, health, parental permission, etc.				x				x
8. Organization and maintenance of all payroll procedures.				x				x
9. Noting and reporting of depleted supplies.			x				x	

	Day Care				Public School			
	Dir.	Coord. (L. Tchr.)	Tchr.	Sec./ Book-keeper	Schl. Adm. & Prin.	Coord. (L. Tchr.)	Tchr.	Schl. Sec.
Admission of Children								
1. Establish criteria for admission of children to center.	x				x			
2. Seek applicants.	x				x			
3. Screen and select children to be admitted.	x				x			
Staff Recruitment								
1. Contact, interview, screen, hire all staff.	x				x			
Training and Supervision								
1. Provide orientation to new staff.	x					x		
2. Conduct on-going formal and informal training.	x					x		
3. Provide general supervision of all staff members.	x				x	x		
4. Supervise "invitation" offerings, trips, special events.		x				x		

	Day Care				Public School			
	Dir.	Coord. (L. Tchr.)	Tchr.	Sec./ Book-keeper	Schl. Adm. & Prin.	Coord. (L. Tchr.)	Tchr.	Schl. Sec.
Program Maintenance								
1. Contact and arrange for substitute teachers as needed.	x				x			
2. Arrange for laundry service, repairs of equipment and facilities, ordering of food.	x				x			
3. Arrange for and monitor custodial services	x				x			
4. Supervise opening and closing of center.		x				x		
5. Organize and maintain storage system (in consultation with director) toward goals of optimal accessibility, "locatability," and minimal discuss of available resources.		x				x		
6. Arrange for bulletin board displays (removing stale ones).		x				x		
7. Arrange for special events such as birthdays and holiday happenings.		x				x		
8. Typing and duplication of all correspondence and records.				x				x
9. Organize and maintain files of clerical and curriculum materials.				x				x

	Day Care				Public School			
	Dir.	Coord. (L. Tchr.)	Tchr.	Sec./ Book-keeper	Schl. Adm. & Prin.	Coord. (L. Tchr.)	Tchr.	Schl. Sec.
Program Maintenance (Continued)								
10. Maintain the environment as arranged for the area.			x				x	
11. Report disabled equipment, or potentially dangerous circimstances.			x				x	
Coordinate Staff								
1. Plan for staff scheduling and rotation of work responsibilities.	x	x				x		
2. Plan, coordinate, conduct bi-weekly staff meetings.	x	x				x		
3. Communicate to staff special notices, information about children, etc.		x			x	x		
4. Conduct initial consideration of and attempted resolution of concerns presented by a staff member about another staff person and referral of problem to director.		x				x		
5. Resolve serious interpersonal problems among staff members.	x				x			

	Day Care				Public School			
	Dir.	Coord. (L.Tchr.)	Tchr.	Sec./ Book-keeper	Schl. Adm. & Prin.	Coord. (L.Tchr.)	Tchr.	Schl. Sec.
Communication with parents and others								
1. Supervise home-school contacts; assign "special" teacher to children; facilitate day-to-day communication via notes and phone calls; organize newsletter, etc.	x					x		
2. Refer health problems to parents & physicians	x				x			
3. Arrange for and participate in consultation sessions with teachers, parents, and visitors as needed		x			x			
4. Establish system for management of "send home" art products, messages, etc.		x				x		
5. Handling phone communications				x				x
6. Make an initial home visit and most later home contacts			x				x	
Health and Nutrition								
1. Establish and maintain health and record keeping system	X				X			
2. Arrange for vision and hearing screening and other supportive health services	x				x			
3. Plan lunch and snack program in consultation with nutrition specialist	x				x			

	Day Care				Public School			
	Dir.	Coord. (L.Tchr.)	Tchr.	Sec./ Book-keeper	Schl. Adm. & Prin.	Coord. (L.Tchr.)	Tchr.	Schl. Sec.
Health and Nutrition (Continued)								
4. Refer health concerns and accident incidents to director. File accident reports if necessary		x				x		
5. Learn as much as possible through inquiry or observation about the child's general physical needs; i.e., health, diet, rest, clothing			x				x	
6. Noting child's state of physical health and emotional well-being and taking action where necessary; i.e., arranging to have an ill child taken home			x				x	
Teaching								
1. Providing informal responsive instruction		x	x			x	x	
2. Providing periodically for some additional introduction of materials, possible activities in area		x	x			x	x	
3. Enforcing ground rules for the area		x	x			x	x	
4. Observing each child's action and state of being		x	x			x	x	
5. Providing individual sessions on a weekly basis outside the regular program areas to do "special" things			x					
6. Keeping an on-going record of the developing repertoires of 6-10 children spontaneously exhibited in the programs's structure			x					

APPENDIX J

IDEAS FOR PARENT INVOLVEMENT

THE RESPONSIVE CARE PROGRAM

Information Especially for Parents, Visitors, and Participants in the Program

Welcome! We're glad you're going to be joining our program for a while. We very often learn a lot from participants wile you learn from us! Before joining the children, you will probably want to read a general description of our program which is available in the office from _____, our secretary. Then, you might want to observe for a while. When you feel like entering the main area, check with _____. She will give you a name tag and introduce you to the teachers with whom you will be working.

The type of teaching evidenced here (responsive instruction) will be new to many participants. Following the responsive method, when a child is immersed in an activity, a teacher tries to extend the child's experience within the context of that activity through a comment, suggestion, question, explanation, or material manipulation. While initial interest is provided by the child, the teacher's intervention helps the child find new approaches to or meanings of his experience that he may not have found on his own. The teacher's role here is quite a switch from experiences you may have had in a traditional classroom so it may take time. A useful metaphor to keep in mind is that you are a "travel agent." You are there to help the children travel--to help him go to whatever activity he desires. That is, teaching at our center reveals that the child has the right to determine his own destiny in learning. He works on whatever he wants to. And, you must be prepared to hear him say he'd rather not do an activity you might suggest he do.

We will be glad to have you join us as "travel agents" in talking with children about self-selected activities. If you do this and the child voluntarily pays attention to what you are saying, probably you are doing a good job of saying something which is interesting and worthwhile to him. Be careful though not to tease and kid with our children. Although it is fun and they do like it, they will get along with you better in the long run if you play it "straight." If you try to talk with a child and find that he isn't interested, don't be hurt--it happens to us too. Don't persist if this happens--just stand back and watch a bit more and see what he or some of his friends are really interested in doing. Very often you will discover what you can then say something that will be of interest to him or them. Or listen to some of the other adults and observe the way they talk with the children.

We do want you to know our rules for the use of the three areas. You can help us remind children of these rules. Remember though that we expect children to "forget" and to need to be told again and again. That is expected with children of this age.

Whenever it is necessary to remind a child of one of the ground rules, it is a good idea to suggest a possible alternative, for example:

"If you want to run, go on over there where there is lots of room."
"Paint on the paper, not on your face. Or would you rather use the salt clay?"
"No throwing inside. I'll get you a ball to play with when we go out. Have you ever walked all the way across the walking board?"
"If you want to do that, go _____. It's okay to do it there."

If a firm reminder does not work, we may physically move or restrain children. We will probably prefer that the regular teachers handle these difficult situations, however, until you get to know the children very well.

Although all of these ground rules are necessary to mention to you since consistency of adults' expectations is important in a program where there are many adults, we want to emphasize that it is more effective to praise children for appropriate behavior--than to scold or punish for wrong behavior. We invite you to praise and give attention to productive and appropriate behavior.

You will notice that our children are invited to hear stories, to dance, to sing, to see films, to have snacks, and to play outdoors. You may join them in these activities if you wish. If you want to plan an invitational activity (story, science, music, etc.), please check in advance with the coordinating teacher. She will be glad to help you. It may be helpful for you to know our schedule.

Center opens	8:00 a.m.
Snack	9:00 a.m. to 10:00 a.m.
Invitational	10:00 a.m. to 10:30 a.m.
Outside	10:30 a.m. to 11:15 a.m.
Lunch	11:30 a.m. to 12:00 noon
Nap	12:00 noon to 2:15 p.m.
Snack	1:45 p.m. to 2:30 p.m.
Invitational	intermittent throughout the afternoon
Outside	2:30 p.m. to 3:30 p.m. first busload of children leave 3:30 p.m.
Center closes	5:00 p.m.

This schedule would, of course, vary from one center to another.

If you are going to participate in the program for an extended period of time, it will be useful for you to know the ground rules for adults.

APPENDIX K

HANDOUTS AND SCRIPTS FOR PRESERVICE TRAINING

A TIME ALL HIS OWN: THE INDIVIDUAL SESSION OF THE RESPONSIVE CARE PROGRAM

A GUIDE FOR TEACHERS

Margaret Lay

Responsive Care Program

Syracuse University

April 1973

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CEMREL, Inc.

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As an adult working in the responsive care program, you are responsible for all the children. You will help them and care for them and teach them--all of them. But for a few children, you are even more responsible. You are their "special" teacher. As their special teacher you will do these things :

- you will visit their homes and help their parents understand and feel comfotable with the school/center
- you will watch to see if they are sick or well, happy or sad, and take some action on their behalf when it seems necessary to do so
- you will call or write notes to the parents very often about the child or other school matters or news
- you will keep a record of what the child demonstrates that he can do
- you will help the other staff members understand and care for your "special" children
- you will have a special session individually each week for each of your "special" children each week

This booklet was designed to get you started with the kind of individual sessions that both you and the child will find full of delight and warm feelings.

Let the key words of your sessions be

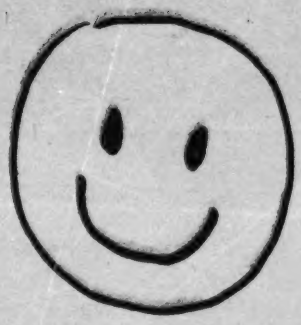
JOY.....

DELIGHT.....

CARE.....

NOTICE.....

PERSONAL.....



Don't get so wrapped up in the instructor role that you make the sessions

HARSH

TENSE

THREATENING

No young child, in an individual situation, needs to encounter these qualities to get him involved in doing and learning. In fact, the opposite is the case. It will turn him off.

You want to turn him on, right?

Here are some answers to some of the questions you may have about individual sessions:

Where should they be?

You and the rest of the teachers at your center must find a small quiet space where you can work with few disturbances

. a small room

. a corner screened off

It will work best, but is not essential, if there is storage space at close proximity for basic supplies--paper, scissors, crayons, etc. Otherwise, the fewer distractions (objects, pictures, etc., which are not planned for use in the session) the better.

How long should they be?

An individual session might last five minutes or for an hour. Once you and your special child get the good feel of "the time all his own" stopping will be the problem. When you reach that point you must judge how long to continue by how badly you are needed for the regular program duties. The most important thing to keep in mind is that a little individual time is better than none. If you have ten minutes, take it. Set a timer for the time you can stay and tell the child why you are setting it. When the timer goes "ding," the child may be in the middle of something. If the "something" is easily portable, invite him to take it back to the area where you will be to finish it and find him a quiet spot. Keep visual and smile contact while he finishes it if you can do so.

How do I prepare?

From your observations and records of the child, you should have an idea of

- the kind of things he most likes to do
- the kind of things he has never tried
- what he has recently mastered
- what he would find just a bit difficult, but not too difficult

Consider these things and then choose two or three different kinds of equipment or media which you think might be appropriate for any one or more of the following reasons.

- he will enjoy sharing his enjoyment of it with you
- he will discover something he may like to do that he hasn't been aware of before
- he will enjoy showing off, practicing, and further solidifying a new skill he has just acquired
- he will be pleased about mastering something that has presented a bit of difficulty

Follow these guidelines in making your choices of materials or experiences.

- Choose things which allow the child to be the initiator of activity. This is his time to do--not yours. Save your own personal urge to tell a story or play a record for invitational activities.
- Choose things which are rich in possibilities for learning concepts, vocabulary, skills. Think about the possibilities in the material/experience for making discriminations about number, quantity, weight, texture, speed, position, distance, direction, temperature, symbols (numerals, letters), etc.
- Choose something which will allow opportunity to talk. A "punching bag" or a noisy "wind-up" toy probably would reduce the amount of leisurely conversation. A manipulative table toy will be better.
- Choose something that is easily initiated and stopped. "Enamel" painting or even easel painting may take more time to arrange and clean up than it's worth.

Have the two or three things you select ready to show the child as soon as he enters the room or corner where you will have your session. Let him decide which he will use.

What are examples of things to arrange?

Any of these might be excellent (depending on the child)

- alphabet form board
- felt pens and paper
- classification game
- Cuisinaire rods
- magazines and scissors
- magnet and metal and non-metal objects
- assorted jars and covers of differing diameters
- small blocks
- sequence pictures
- tracing paper
- games such as "Top Dog," "Go Fish," etc.
- Lotto games
- Tinker toys
- walking board
- flannel board sets
- assorted small toys with possibility for matching, seriation, etc.
- Language Master
- tape recorder
- costumes, hats, jewelry for dressup
- coins to sort and/or count
- picture dominoes
- "feely" bags--reach in and guess object
- texture blocks

What do I actually do in the session?

Let the child do--watch and assist. Do less directing than helping. Guide the child by asking him questions, showing him things he hasn't noticed, giving suggestions. Try to figure out what he knows and what he can do and then try to extend it just a little. Be sure to notice and appreciate what he can do. Emphasize what he can do much more than what he can't do--and then gently ease him into new understandings and new performance levels.

What would be an example of a good individual session?

This is one teacher's summary of her way of working with Alicia, a five-year-old, in the individual session.

> "One to one" was a very meaningful time to Alicia--a time when she was sure to have an adult all to herself--her "special" teacher. Often when visitors would come to the center, Alicia would tell them, "This is Bette. She's my special teacher." Alicia looked forward to the day in week when her session was to happen and it seemed very important to have it on the same day each week so that she could have this expectation.
>
> I usually did careful pre-planning for the session. Alicia was really "into" reading and writing activities and often these were the focus of our activities. In preparation for one particular session with Alicia, for example, I did the following kinds of things.

a) I noted which field trips she had been on during the week, which invitational activities she had participated in, etc. so that I could suggest that she might tell me about them, dictate and illustrate a story.

b) I reviewed our card file of words
--that Alicia already recognized,
--that rhymed with her known words
--that had special meaning to her such as friend's names, activities she likes, accomplishments, silly words

c) I located one of the games we had previously played together (word bingo, alphabet bingo, mystery bag with wooden letters inside,etc.)

d) I looked through Alicia's Child Repertoire Assessment Record to refresh my memory on her recent new learnings and those areas for which I was unsure of her abilities.

e) I considered whether there was an appropriate kind of activity which we hadn't shared together yet in individual sessions. I thn made selections of old and/or new activities ready to suggest.

When Alicia came with me to our little room for the one-to-one session she immediately asked, "What are we going to do?" I said, "There are a few things we can do but, first, I'd like to hear a little about your trip to the greenhouse this morning. I've been wondering what happened." She had many things to tell me and decided, upon my suggesting it, that she would like to draw a picture of what she remembered and then dictated a few sentences which I wrote for her in manuscript printing.

After this I suggested that we could play with her own word cards or play alphabet BINGO. She called out the letters, played three cards at a time ("like grown-ups at real Bingo games") and also managed to help me when I was slow in finding the letters on my playing cards. Her ability to recall from previous glances the placement of the letters on the cards was quite impressive. As we played I made reference to the letter-sound correspondence of some of the letters--especially those which were initial consonants in her lists of known words. She was quite attentive to these remarks and even went to the word lists to check out whether I was right that "fat" started with an f and "Jeff" ended with the same letter and sound. The difficult concept of beginning and end of the spoken word was still confusing to her--although she readily identified the beginning of the written word as the left hand side and the end as the right.

The session lasted for about 35 minutes. I always tried to stop the session after Alicia had been deeply involved in one or two activities, was still enjoying the session but was not deeply involved in any particular activity at that point in time. We would end it by talking about what we had done, what she could take with her, and what we might do the next week. I learned that Alicia enjoyed taking something with her from the session (words on cards she was learning to read, stories, a sentence written for her about what we had done, etc.)so I always tried to arrange this. I kept a folder with her name on it for storing her special materials and, after a while, she started to keep one also.

Should I keep a record of what happens in the individual sessions?

Yes, it will be helpful to you in making appropriate selections and in making good use of the time if you do keep a record. Use the special form shown on the next page and also record any appropriate items in the Child Repertoire Assessment Record.

RECORD OF INDIVIDUAL SESSION WITH_____

Date:

Time (approximate): to

Materials or experiences offered:

What did the child do?

What did you learn about the child? If any of your discoveries fit the categories in the Repertoire Assessment Record, write them there.

Write other things here.

Ideas for the next session:

EXAMPLE

RECORD OF INDIVIDUAL SESSION WITH Sherry H.

Date: 2-14-73

Time (approximate): 9:45 to 10:10

Materials or experiences offered:

Collection of 8"x10" photos of the children (some taken outdoors, some indoors)
Twister game
Color-form dress-ups for dolls

What did the child do?

Examined pictures
Dressed dolls

What did you learn about the child? If any of your discoveries fit the categories in the Repertoire Assessment Record, write them there. Write other things here.

Said photos were smooth, touched back of chair and said the same. We looked for something rough. Very receptive to ideas and concept development.

Could identify inside and outside in pictures, recognized back of Uemura by her jacket and boots, identified coat, hat, smile, upper lip, lower lip.

Dressed dolls choosing green clothing for them to match her own dress.

Wants to stay and stays. Hard to take her away from individual work.

Ideas for the next session:

Continue stressing color recognition at her pace.

APPENDIX L

INSERVICE TRAINING PACKETS

Name_____ Date_____

REPERTOIRE AREA: Providing Trips for Children

Preassessment of Repertoire:

1. List all of the trips you have taken or would like to take with children in the program. (Include walking trips as well as driving trips.) Mark with an * those you would like to take soon.

2. List things to keep in mind when planning a driving trip. (For example: checking into bathroom facilities; length of "guided tour," if any; making children so they may plan accordingly; etc.)

3. List things to keep in mind when planning a walking trip.

Preassessment (Continued)

4. List follow-up activities you or others have found to be meaningful. Can you think of additional ones?

Resources--Ways of Increasing Repertoire:

Indicate the order of your preference for the following by marking 1, 2, 3, 4, etc. Write 1 before your first preference, 2 before your second preference, etc.

[ ] Talk to others about successful trips they have taken

[ ] Read about many possible trips in our area

[ ] Read trip checklists on things to keep in mind when planning a driving trip and/or a walking trip

[ ] Brainstorm about possible appropriate follow-up activities

[ ] Plan a specific trip with another teacher

[ ] Be included as an "extra" teacher on a trip to observe

[ ] Go to look at possible places for trips

[ ] Share others' ideas on meaningful activities for children during the car ride

[ ] Read about meaningful nature activities for "mini trips" to the surrounding fields

Please list any other things you might like to do.

RECORD OF ACTIVITY

Date	What Done	Evaluation

Postassessment:

1. Look at your preassessment list and if you can think of any more ideas for trip possibilities, write them here. Mark with an * those you have actually taken.

2. Can you think of any additional things you want to keep in mind when planning a driving trip?

3. Can you think of any additional things to keep in mind when planning a walking trip?

4. Can you think of any additional follow-up activities you or others have come across in readings or have brainstormed? Mark with an * those you have actually done.

Postassessment (Continued)

5. Can you think of any other additional things you want to make note of concerning trips?

Reaction:

Name_____ Date_____

REPERTOIRE AREA: Modeling Inquiry/Experimentation

Preassessment of Repertoire:

List all of the questions you can think of that you have asked in the presence of children during the year to date. Mark with E those for which you then experimented to find answers to your own question.

Background:

Children learn to laugh, talk, and think the way the adults around them do. If the adults around them ask questions, they learn to ask questions. If the adults around them experiment to find answers to questions, they will learn how to experiment too. Asking questions and experimenting are very important ways of learning. What you will do in this set of activities is to learn to ask more and better questions while you are with the children and to consciously experiment to find answers to some of your questions.

Resources/Ways of Increasing Repertoire:

Indicate the order of your preference for the following by marking 1, 2, 3, 4, etc. Write 1 before your first preference, 2 before your second preference, etc.

[ ] Read articles/books on developing inquiry skills

[ ] Study card file collection of ideas (situations with questions)

[ ] Tape self in situation in which you plan to try to model question asking and/or experimentation. Listen and evaluate.

[ ] Work with another teacher on a series of "think" activities to loosen up brains for question asking

[ ] Work with another teacher on a series of "practice" activities in using all senses for experimentation

[ ]

[ ]

[ ]

RECORD OF ACTIVITY

Date	What Done	Evaluation

Postassessment:

Look at your preassessment list and add the questions you can remember that you have asked in the presence of children since then. Again, mark with E those for which you experimented to find answers to your own questions.

Reaction:

Name_____ Date_____

REPETOIRE AREA: Singing Activities

Preassessment of Repertoire:

List all of the singing activities you can think of which might be done with children. Mark with * all those you have actually done this year.

Resources/Ways of Increasing Repertoire:

Indicate the order of your preference for the following by marking 1, 2, 3, 4, etc. Write 1 before your first preference, 2 before your second preference, etc.

[ ] Learn songs from song sheets

[ ] Observe children/other teachers in singing activities

[ ] Brainstorm with another teacher about singing activities and ways of implementing these into our program.

[ ] Experiment

[ ] Tape self while taking part in singing activity with children. Listen and evaluate.

[ ] View film on singing with children

[ ] Refer to source books on singing with children

[ ] Share songs and learn to sing songs with other teachers

[ ] Tape part in skill developing sessions with "expert" (as uses of the autoharp)

[ ] Sing along with records.

Please list any other ideas you might have for increasing one's singing repertoire.

RECORD OF ACTIVITY

Date	What Done	Evaluation

Postassessment:

Look at your preassessment list and if you can think of any things to add, write them on this page. Again mark with an * the things you have actually done.

Reaction: